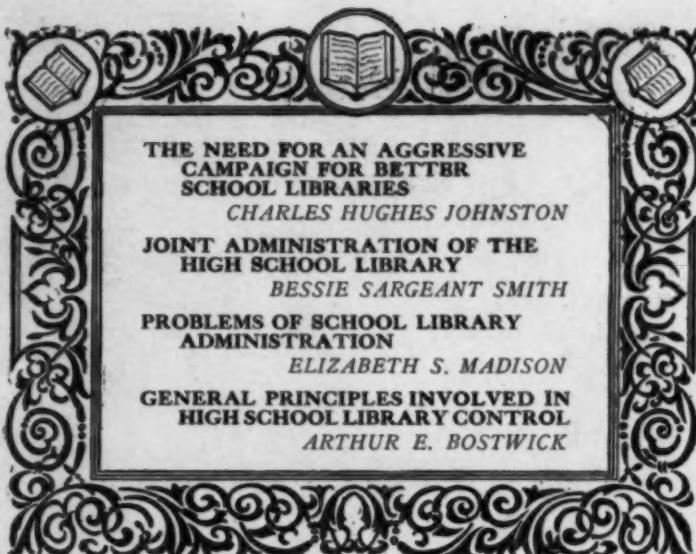


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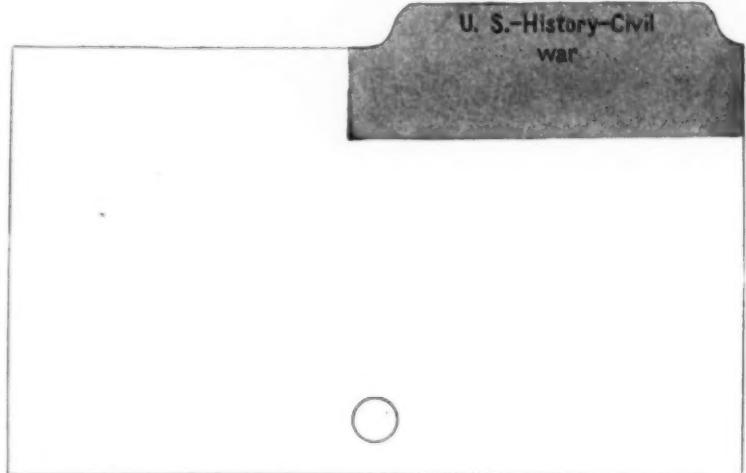
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## Contents

PAGE		PAGE	
THE ST. LOUIS BOOK WAGON . . . . .	Frontispiece	THE TRAVELING LIBRARY IN THE EUROPEAN WAR . . . . .	612
EDITORIALS . . . . .	611	J. H. Friedel . . . . .	612
SCHOOL LIBRARY MOVEMENT GROWING IN SCHOOLS . . . . .	612	SOME OBSERVATIONS ON THE PRINTING BILL . . . . .	614
LIBRARY PROGRAMS AT THE N. E. A. . . . .	612	George H. Carter . . . . .	614
ADMINISTRATION OF SCHOOL LIBRARIES . . . . .	612	PUBLIC DOCUMENTS A QUARTER-CENTURY AGO . . . . .	675
BRANCH LIBRARIES IN SCHOOL BUILDINGS . . . . .	612	LIBRARY WORK WITH NEW YORK CITY SCHOOLS . . . . .	676
CHILDREN'S LIBRARY ROOMS IN NORMAL SCHOOLS . . . . .	612	MENU QUOTATIONS FROM THE A. L. A. . . . .	678
GOVERNMENT PUBLICATIONS AND THE PRINTING BILL . . . . .	612	NEW YORK STATE TEACHERS' ASSOCIATION . . . . .	677
THE NEED FOR AN AGGRESSIVE CAMPAIGN FOR BETTER SCHOOL LIBRARIES—Charles Hughes Johnston . . . . .	633	AMERICAN LIBRARY ASSOCIATION . . . . .	678
JOINT ADMINISTRATION OF THE HIGH SCHOOL LIBRARY BY THE BOARD OF EDUCATION AND THE PUBLIC LIBRARY—Bessie Sergeant Smith . . . . .	639	Executive Board . . . . .	
SOME PROBLEMS OF SCHOOL LIBRARY ADMINISTRATION.—Elizabeth S. Madison . . . . .	642	Reports of committees . . . . .	
GENERAL PRINCIPLES INVOLVED IN HIGH SCHOOL LIBRARY CONTROL.—Arthur E. Bostwick . . . . .	646	LIBRARY ORGANIZATIONS . . . . .	682
CHILDREN'S LITERATURE COURSE AT KANSAS STATE NORMAL SCHOOL, EMPORIA.—Gertrude Bruck . . . . .	647	New Hampshire Library Association . . . . .	
THE NEW AMHERST COLLEGE LIBRARY.—Robert S. Fletcher . . . . .	649	Ohio Library Association . . . . .	
LIBRARIANS NATIONAL PENSION BUREAU <sup>28</sup> . . . . .	651	New York Library Association . . . . .	
CONCERNING OUTSIDE READING . . . . .	651	Indiana Library Trustees Association . . . . .	
WORK WITH SCHOOLS IN HAVERHILL PUBLIC LIBRARY.—John G. Moulton . . . . .	652	Missouri Library Association . . . . .	
THE ST. LOUIS PLAYGROUND WAGON.—Mary Wilkinson . . . . .	653	Keystone State Library Association . . . . .	
THE CATALOGING TEST: RESULTS AND OUTLOOK.—Akzel G. S. Josephson . . . . .	654	LIBRARY SCHOOLS . . . . .	684
BOOKS FOR THE BOYS ON THE BORDER . . . . .	657	Library School of the New York Public Library . . . . .	
LIBRARY WORKERS AT THE N. E. A. CONFERENCE.—F. A. H. . . . .	658	Library School of the University of Wisconsin . . . . .	
		University of Illinois Library School . . . . .	
		Simmons College Library School . . . . .	
		Carnegie Library School . . . . .	
		REVIEWS . . . . .	688
		LIBRARIANS . . . . .	692
		THE LIBRARY WORLD . . . . .	695
		LIBRARY WORK . . . . .	704
		BIBLIOGRAPHICAL NOTES . . . . .	722
		OPEN ROUND TABLES . . . . .	729
		LIBRARY CALENDAR . . . . .	729

## INDEX TO ADVERTISERS

PAGE	PAGE	PAGE			
American Book Co., . . . . .	1-10	Forest Press . . . . .	19	New England Library Bindery Co. . . . .	19
American Librarians' Agency . . . . .	20	Gaylord Brothers . . . . .	18	Noble & Noble . . . . .	24
American Library Assoc. . . . .	8	Hammond Typewriter Co. . . . .	9	Oxford Univ. Press . . . . .	9
American News Company . . . . .	12	Higgins (Charles M.) . . . . .	14	Quaritch (Bernard) . . . . .	15
Anderson (John R.) . . . . .	5	Holt (Henry) & Co. . . . .	4	Rademakers (W. H.) . . . . .	21
Appleton (D.) & Co. . . . .	11	Hunting (H. R.) Co. . . . .	10	Ruzicka (Joseph) . . . . .	19
Baker & Taylor Company . . . . .	12	Information . . . . .	23	Schulte's Bookstore . . . . .	20
Baker's Great Bookshop . . . . .	20	Johnston (Wm. G.) & Co. . . . .	19	Scribner's (Charles) Sons . . . . .	17
Bonnier (Albert) Publishing House . . . . .	20	LIBRARY JOURNAL . . . . .	21-22	Situations Wanted . . . . .	20
Booksellers (Directory of) . . . . .	20	Library Supplies (Dealers in) . . . . .	10	Snead & Co., Iron Works . . . . .	13
. . . . .	1d cover page	Little Brown & Co. . . . .	10	Sotheran (H.) & Co. . . . .	18
Bookshop Bindery (The) . . . . .	21	Longmans, Green, & Co. . . . .	10	Special Notice . . . . .	20
Bowker (R. R.) Co. . . . .	20	Lothrop, Lee & Shepard Co. . . . .	7	Stechert (F. C.) Co. . . . .	18
Chivers Bookbinding Co. . . . .	17	McClurg (A. C.) & Co. . . . .	14	Stevens (B. F.) & Brown . . . . .	16
Democrat Printing Co. . . . .	21	Maisel (Max N.) . . . . .	21	Sully & Kleinteich . . . . .	10
Dupont Fabrikoid Co. . . . .	15	Malkan (Hy.) . . . . .	18	Ties & Lynch . . . . .	20
Elsinore Paper Co. . . . .	20			Van Nostrand (D. J.) Co. . . . .	6
				Wanamaker (John) . . . . .	18

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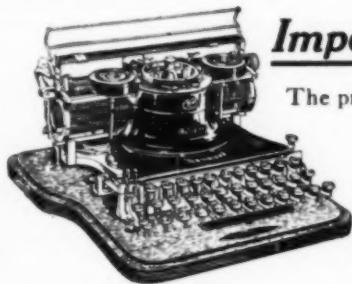
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# THE LIBRARY JOURNAL

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No. 9

THE present issue of the LIBRARY JOURNAL is the School number in which attention to libraries and library work within schools is specially emphasized in continuation of the *School and Library* supplement to our July issue, which we hope to make a recurrent feature of this periodical. The school library sessions within the A. L. A. and the library section meetings within the N. E. A. occurring at Asbury Park at the end of one week and in New York at the beginning of the next week, linked together significantly the library conference and the greater gathering of the National Education Association. The library movement is steadily gaining ground in normal, high and graded schools and the authorities of the N. E. A. are happily alert to its significance and its importance. The pioneer work of Miss Mary E. Hall and of Willis H. Kerr may find forty years hence as rich a harvest as has been garnered in the library field from the beginnings of forty years ago.

THE programs prepared for the Library Department of the N. E. A. were excellent, and it was regrettable that in no case was the attendance what it should have been. Few teachers took the trouble to go to even one meeting, and to a large extent those present were the librarians who had attended the meetings of the School Libraries Section at Asbury Park the preceding week, with a sprinkling of school superintendents. This meant that in the discussion following the papers there was much repetition of ideas that had already been pretty carefully gone over at Asbury Park. It would seem that if the school librarians wish to bring their needs and their point of view before the school world they might do it much more effectively by following the plan employed at the educational conference held at the University of Chicago

in April, 1915. At that conference the relation of the organized library to the school was the central theme, and librarians were present to speak at every one of the fifteen section meetings, as well as at the general sessions. This scattering of the library papers through the whole program was especially successful in bringing to the attention of every person present the great value of the library to all parts of the school, and the Library Section of the N. E. A. might well adopt similar tactics next year. Incidentally the librarian might get from the discussions much light on what service the teachers would like the library to furnish, as well as what the librarians feel it desirable to give.

WHETHER the school library should be administered by school authorities or from the local public library is a question much debated, which is perhaps not to be solved by any general rule. If the school system can provide for proper equipment and a wise selection of books and employ a competent librarian, separate administration may be fully desirable, tho in no case should the helpful co-operation of the local public library be repelled or withheld. But where the school library is inadequately supplied and has not the advantage of a separate skilled librarian, it is far better to become frankly a branch or station of the public library, where that library itself is well provided and efficient. A poor school library and a poor public library cannot help each other, for valleys together cannot make a hill. An ill-administered school library is worse than nothing, and the climax of calamity was reached in the district school library system of New York State which presented the most awful example of waste in the history of libraries and set back library progress in that state many years. On the other hand, a well adminis-

tered school library, whether independent or in charge of the public library, is the greatest of blessings. It not only assists in broadening present education but develops the reading habit for the years after school and incidentally should promote good methods of conduct, of thought, and of reading during and after school life.

SOME of the larger library systems have taken the initiative in this work by placing branch libraries in school buildings, and this raises the question whether such school libraries should be open to the public. There is much to be said on both sides. One of the most important developments in modern school practice is the use of the school building for public purposes after school hours—and with this in view a school library may well be opened to the public. But again this is a question of possibilities of administration, and beyond this the selection of books for the school library and for the use of the general public would coincide only to a limited extent. Nevertheless, this common use of the library facilities by school children and the adult public would have a decided advantage in acquainting the latter with the usefulness of the school and its modern equipment and thus strengthen the school in the knowledge and affection of the public and invite for it more liberal support. It will be evident that generalizations are not in order in this as in most relations of libraries and of life.

THE children's library room is sure to become an important and indeed an essential feature of the normal school in the near future. Already the best equipped normal schools have a kindergarten or primary grade school for practice teaching, but the children's library room will be even more far reaching and have a double function. It should on the one hand acquaint teachers with children's literature and thru that with the child mind, and on the other hand it will bring teachers into closer personal and professional touch

with children as they learn to ask counsel and take out books. Moreover, there is an inspiration to teachers in dealing with children thru library work which should kindle in them the same enthusiasm as is rampant, one might almost say, among children's librarians. The cost of such a children's library room would be small compared with its value, as the outlay would be chiefly for books and equipment since the staff would be normal school students themselves. The school librarian would be the natural executive for the children's room as well as the school proper; and it will not be long before a normal school without a school librarian will be a recognized anomaly.

THERE are measures which have been pending before Congress for years because more pressing tho less important bills have elbowed them off the calendar. One of these is the bill for the reorganization of the Post Office Department on a non-political basis and the codification and modification of postal laws, which last requires most thoro public discussion, resulting, let us hope, in placing books from and to public libraries on as favorable a basis as periodicals. Another of even more library importance is the Printing Bill, covering the whole field of United States publications, which received very careful consideration at the Asbury Park conference. Mr. Carter's paper there read, deferred until this issue, illuminates the subject from the Congressional point of view, and in connection with it librarians should read the *précis* of Miss Clarke's experienced views printed in the August number, and the summary of *desiderata*, in part but not entirely fulfilled, presented by the A. L. A. Committee twenty-five years ago. As no action on the Printing Bill is practicable within the present Congress, it is to be hoped that before the bill is again presented, it may have some further revision that will bring it somewhat nearer to the library ideal while meeting the Congressional point of view.

## THE NEED FOR AN AGGRESSIVE CAMPAIGN FOR BETTER SCHOOL LIBRARIES\*

BY CHARLES HUGHES JOHNSTON, *Professor of Secondary Education,  
University of Illinois*

RECENTLY a large university had plans drawn for a model high school building. This was in design and execution to reflect modern educational conceptions with reference to high school architecture. The first and even the second elaborate sets of plans for this "ideal" high school omitted all provision for a library. No such building as projected in this instance, we are but beginning to realize, can house and provide for the free and full expression of the activities which more and more are going to center in the high school library. Indeed, the internal life of the school must for many purposes center in the library rooms.

The aggressive campaign for better books, better library organization and better school librarians has scarcely begun. We have, and rightly, aroused much enthusiasm over vocational guidance, educational guidance, supervised study, differentiated curriculums, new socialized recitations, school "projects" and longer school day. Yet all this loosening up of the old formal restricted school procedure must culminate in an efficient smooth working modern library organization and center. What is meant by "modern library organization" will become increasingly clear as I proceed. Somehow, we have not been able to make a national issue—a propaganda—out of our library convictions, as we have, for example, our methods of teaching spelling. We are not in the press enough. Our agitation is too ladylike. We hark back to anciently honored culture too exclusively. We don't adjust our library theories to the demands of the educational journals, and write in the language these readers demand. There are too few books on the library—especially the school library. There are scarcely even theories as to libraries for adolescents. We must invade the field of

\*Address delivered before the joint meeting of the Departments of Secondary Education and the Library Department of N. E. A., July, 1916, New York City.

educational literature more boldly and read into the best educational theory to-day the library's program and attitude. Some one has said that the modern high school recitation is one-half shop or laboratory; one-half library. We haven't made this idea articulate in the sense of interpreting it and stating it clearly in terms of actual systematically organized school activity. All this, in part at least, means that we have not at present, in adequate formulation, either our school library philosophy or its technique and administration. I know high school men who are finely fired with the vision of our one and one-half million high school boys and girls in the process of being made good discriminating critical readers of our daily and weekly publications. They see that the cause of nationalizing (and internationalizing) our secondary education actually does depend largely upon our achieving this high purpose. What these high minded high school men do not have is such a knowledge of school library technique, furniture and other appointments, space requirements, trained teacher-librarian standards, economical and efficient methods of administration, which will make the library not a collection of books, but a well-organized, smooth working, efficient "form of service."

Modern high school education is no longer mere book memorization in small daily doses with verbal tests. Its method, content and purpose have clearly broken over all bounds of mere academicism. It is entering the twentieth century stage responsive to the peculiar and varied educational demands imposed upon it. These demands in turn imply a library organization and equipment correspondingly varied.

### THE PRESENT SITUATION

There are many evidences that the campaign for making library content a vital force in modern life is succeeding. The

library extension of itself into branches means its extension in function. While conditions throughout the nation are very different, still we are all becoming aware of the high spots as well as the low. We know well that the public has not developed its consciousness of the value of the book, that public school pupils haven't, that even teachers are not very responsive to the appeal for the wide and economic use of library facilities. We know also by shining examples in many states that this consciousness can be developed. Few cities know as keenly as Los Angeles does that as yet only one-fifth of its people use the proffered library service, and while Portland, with its 908 agencies for distributing books, may seem too far away to emulate, still no one forgets these things and more and more begin to question the possibilities suggested. While the 91 colleges and 93 normal schools with the assistance of library schools and training schools in city libraries seem at present a meager source of supply for the thousands of possible fields for such experts, still they constitute the nucleus,—a necessary and fairly well organized beginning. Investigations like the one at Rochester showing *reading* to be in point of time spent the chief *recreation* as well as business of school children, emphasizes another important kind of possible school library service. While it appears on first looking into it that the various state library associations seem to have effected little constructive co-operation with any considerable number of particular high schools, still the intention to do this is clearer and the method of approach determined upon.

This self-consciousness of what is to be done has been clarified also by the disclosures of various so-called local "surveys." Superintendent Engleman of Decatur, Illinois, has contributed much by finding out for a whole school system just what the reading horizons and the reading facilities are for his entire high school pupil population. This study in a system where the English and other language departments are very strong has, fortunately for the writer, moved another school superintendent, whose school facilities for stimulating

the use of books, are almost criminally meager, to give also his incriminating disclosure. Dr. C. E. Holley has shown the striking high correlation of library facilities in the homes of high school boys and girls in several western cities with persistence in school. No other condition has so high a correlation. Principal White of Kansas City, Kansas, has shown that lack of library facilities appears to be a larger factor in high school elimination. More careful and elaborate studies will, doubtless, create in us the "library conscience" said to exist now in professional librarians, but very rarely to be found in high school teachers.

Contributing in a negative way to this *conscience* are the almost derisive characterizations of the present motley collections of books going under the name of high school libraries. I am impressed with the fact that almost all who write or speak on my present theme resort to this caricaturing of school libraries. Constructively and of more value, we have library idealists like Miss Hall, Miss Hopkins and others, willing to picture for us the ideal school library, the ideal school library architecture with proper provision for the library, the ideal librarian and the ideal process when these three factors are harmoniously working together as an organic part of the school's life. We must somehow read all this into our high school educational philosophy.

So much for what we may call the present situation.

#### A SURVEY OF LIBRARY CONDITIONS IN THE HIGH SCHOOLS OF ILLINOIS

A sketch of the actual high school library work in a particular state will, without further comment, emphasize the need for the aggressive campaign which I am urging.\*

An accredited high school is a school whose instruction is approved by the State University and whose students after receiving this instruction enter the university without examination. To these high schools, some 400 in number, was sent an elaborate

\*I am indebted for assistance in interpreting the data on high school libraries in Illinois to Miss Eliza R. Pendrey, a graduate student in the university, now a librarian in Chicago.—C. H. J.

questionnaire. With this list of questions we hoped to secure fairly complete information from the state as a whole regarding every phase of library activity. We received adequate replies from 183, presumably of the better half of the total number, some of these were personally visited also. These schools considered then enroll 60,500 pupils. They appropriate \$23,485 for library purposes, 38c. per pupil. They own 203,947 volumes, 3.3 volumes per pupil. The meagerness of this is apparent when we are familiar with the elaborate and luxurious scientific laboratory and the kitchen and shop equipments. Even more niggardly does this policy appear when we consider the highly paid experts who make the laboratory and shop vital by spending their professional time in personal supervision, and contrast with this the almost total lack of professional experts, whose training and enthusiasm are equally necessary to secure an equally vital use of books. We find only thirty-six acting librarians with any technical training at all, and only seventy-one with any college or university training. This means with any status at all comparable with what the pupil considers "professional standing." It means that in the other 112 of the better half of the high school systems of this state either the pupils themselves, the office girl, the needy friend of the principal or school board member, or some one needing an indirect pension, or some one bookish but with a floating residence, is presiding over the books. It often happens that it is a teacher who must do the double (and doubly useless) task of tending the books and acting as the tired monitor of the unsupervised "study hall." In only twenty-four school libraries can there be said to be in operation moderately modern scientific methods of library organization and administration. In nine others an acting librarian gives half time. In many others a possible two hours daily may be given. Not infrequently, no regular time is allotted to any one.

It is largely a matter of organization, and of library conscience, therefore. We must interpret our philosophy of school library values in terms of possible and simple school administrative practice. Our

conception of the profound educational value of all recorded intellectual resources which may be housed in school libraries must be expressed in terms of institutional adjustments which those in charge of high schools can adopt.

Thousands of books, selected without a definite policy, uncataloged and of necessity, therefore, mostly unused are not worth a few hundred always easily available for immediate use. There are 92 card catalogs in these 183 high schools. There should be 183. In the equally important matter of selection, only 80 use any kind of approved list. Some do not know "approved lists" exist, some use lists in the backs of standard dictionaries, some even use a text book publisher's lists!

In forty-three of these cities there is no public library. Thirty-two of these high schools provide no school library room. Indeed only 87 of these 183 better high schools have a library room at all. In most of the other 96 the books are scattered from room to room and from hall to study room or principal's outer office, or alcove of assembly room. With no room, of course, there are no tables or chairs, no adequate reading light, no comfort, no quiet, no congenial surroundings. Under these conditions the supervision of a pupil's study amounts to little and the much-to-be-desired adventurous and leisurely exploitations of the world in its literature, and the wholesome light recreative reading amounts to nothing.

These high schools vary in enrollment from thirty-one to three thousand, yet there can, of course, be no standard scale of library appropriations for the variety of equipment and professional service required based upon a per capita. In many obvious respects library facilities for the small and the large high school are the same. The number of duplicate copies and the degree of co-operation with an efficient public library are two factors which affect appropriation. In these particular schools, however, there are within the high school group of any equal enrollment a variation in per pupil appropriation of \$0 to \$2. What is most interesting, however, is that the circulation or use of library varies not with

its appropriation but with its library rooms and trained librarians. The school libraries least used have the lowest percentage of library rooms and trained librarians, thus suggesting a way to allow volumes to stand unused and money and unique educational opportunity to be wasted. The only inference here is that, therefore, appropriation for the school library is no more standardizable at present than is health, but should correspond to possible library use. There is no limit in sight. None should be set, except as to selection, organization and administration.

In these schools it is pleasant to note that the open shelf has almost entirely replaced the locked cases and the closed stacks. Nearly all the books are for circulation. There are, however, few instances of free text books and, unfortunately, as yet these library facilities noted above are but infrequently open to the community or to the upper grade pupils, and even when they are little use of them has been secured.

Current periodicals increase in popularity and educational use of them becomes more general. The schools report in all 1448 magazines, 59 schools not subscribing to any, however. Free government and state bulletins are not so generally received as they should be—130 of these schools receiving none at all. This lost opportunity is particularly costly of course to the departments of agriculture and domestic science. Again, only five of these high schools had availed themselves of the help of the Illinois State Library Commission. Two had secured free loans of books, one had had questions answered, while two had been helped in organizing. Here possible free and expert library service goes unused.

The idea of attractive library rooms seems to be spreading. The returns show increased use of pictures, statues, window seats, noiseless tables and chairs, bulletins, book exhibits, potted plants, flowers, and other standard library furnishings and fittings. Some report piano rolls, slides, victrola records, etc.

The "library-consciousness" of the high school faculty is reported as "low." The co-operation with trained librarians seems

somewhat better, tho the interest on the whole is chiefly confined to the English and history teachers and to such conventional library uses as "required reading" and a similar use of current magazines for specific "class reports." Some very suggestive things are reported such as "bulletinizing clippings of historical interest," collecting antiques, serving reading clubs, planning for competitive readings and later "extemporaneous" discussions of topics of national interest.

It is surprising to note that scarcely any of these one hundred and eighty-three high schools so much as mention the relation of the library to vocational guidance, the possibilities of each movement—the *essence*—not being realized. Maybe this is why each movement progresses so slowly. They need each other. Also a "course in vocational guidance" is wholly dependent upon library collections of the scattered and bulletin literature. Indeed all free class or independent (senior high school) educational work beyond literalness of textbook use, depends upon a good school library.

As to student activities, a few dramatic and literary societies are reported as having originated in the high school library. Some libraries are filing past debates and past educational records such as examination questions by departments. Many are accumulating pamphlets and clippings for specific purposes. In the field of art and music likewise sheet music and pictures are being collected. Not much is reported regarding the possible valuable collections of suitable library content bearing upon athletics, health craft, holidays, commencement and other topics upon which legitimate interests of high school boys and girls are from time to time focussed.

One reports an interesting device for developing a library *esprit du corps*.

"One phase of the work here which has proven very satisfactory and which I have not seen mentioned as followed elsewhere is the plan of having high school students as library assistants. I have one for each study period in the day and also before and after school. Have had about twelve who have worked this year. This April I took fifteen more and gave them some talks on

the work and some practice and they will now be ready to be regular assistants next year. They charge and discharge books, and assist in reference work, etc. They like it very much and are a great help. In fact I could not manage without them.

"For their side, they feel that the familiarity with all phases of library work, the training in accuracy, promptness and reliability, the knowledge of many books they would not otherwise come in contact with, more than compensates for the time and work given. It also increases their acquaintances among students and teachers and altogether is considered quite an honor. The picnic which includes all those who have worked for a semester sometime in their course as library assistant has become a very enjoyable annual affair.

"The library class above mentioned is composed of the various assistants, both active and past. We have had to meet after school and so can give but one period a week, which is often broken in upon by other things, and is not time enough for the many interests we want to take up.

"This system also does much to make the library a vital part of the school, so I have taken the liberty of calling your attention to it."

Only a few schools offer class room instruction in the library art (or science) with the school library serving as the laboratory.

Many high schools are co-operating with the public library, enjoying every desirable privilege which could be offered pupils as well as teachers. In one instance the public library adjoining is almost a part of the school, a place for study with a plan of co-operation in discipline, of purchasing reference books, and a system of regular observation and report on the study assignments of pupils in smooth operation. In several instances the high school library is a branch of the public library.

The most urgent reason for those with the new school spirit and the library spirit in education to come together in an institution which we shall call *The Modern High School* is that in spirit they are identical. Their attitudes toward the real nature of the educative process are the same.

Perhaps the simplest and most desirable library conditions may be found in three high schools of the state of about five or six hundred enrollment. In these the problem of attitude and discipline is not so serious as to cloud real library work, and almost ideal library conditions exist. Here are found splendidly equipped library rooms, excellent librarians and serious study work being done by the pupils.

One of these is in a school in which supervised study methods have been adopted and the library fills a very vital place in the school. The young people come to the library from the various study rooms whenever they wish to use library books, or they may sometimes obtain permission to come there to study their own books. The librarian knows personally almost all of the pupils and is able to help them in their work. She has made an interesting survey of various study methods, and the reflection of these in subsequent resulting recitations. She has found that almost invariably a lack of good study methods in the library is correlated with low grade work in the class room. Such systematic library work is made possible partly by the size of the school which makes it possible for the librarian thus to know the pupils and their needs and to do conscientious work with them all.

Many interesting systems have been devised to check attendance in the library. Such systems include the "admit slip," the "check lists," "self-registration," etc. Similarly various systems of circulation are being used to meet various needs.

One of the larger high schools of Chicago has such a great demand for books that it is necessary to circulate them by the hour during the school day and just over night after school. It may be noted in passing that no text books or modern fiction are circulated hence all this demand for supplementary study and reference work only. In some periods as many as forty books are thus circulated and a maximum of 185 books per day has been attained. An eight days' circulation here was 1070 plus an additional attendance in the library of 1400 students. As the attendance in this library is voluntary on the part of the pupils, such

a record may truly represent what a valuable addition and help a library is to the pupils of the school.

Similarly other schools may be described which are doing earnest library work. Such library habits and appreciation are thus being developed as will be of great value to the pupils after they leave school. English and history, and I could include almost as well any school subject, can no more be taught properly in our public schools without an adequate library organization than can botany or physics be taught without a laboratory or manual training or domestic science without shop equipment, or athletics without a field. Our present educational emphasis in all grades of public education, admirable in some respects as it surely is, is still dangerously, and will eventually be disastrously, one-sided, unless at least one fundamental oversight be seen and remedied without delay.

Of our two great sources and instruments of culture, nature and human language, the former of late, as the latter in earlier educational history, has tended to usurp the field of our school efforts. Modern science and modern industry have by their very vitality and obvious worth tended to make us forget the equally fundamental, if more subtle, claims upon our school equipment of human language in its broadest meaning as acted and spoken in drama and poetry, sung and read in music and literature. Somehow modern scientific and industrial realism in education, tho succeeding in keeping alive our human passion for experimental inquiry and investigation of all aspects of nature and in satisfying our instinctive demand for participation in constructive workmanship and for conscious industrial service, and practice, even in organization and leadership, still lacks a vital humanistic factor. There is one screw loose in our modernly educated high school boys and girls. Surely nature and the occupations of man, thru science and rightly conceived vocational education, must be two of our instruments of democratic culture. As surely, however, must language in the form of literature, art and music be basal to any superstructure designed for our modern public school sys-

tem. The spirit of scholarship, of *humanitas*, has its early stages, its genetic developments just as has the spirit of science of the consciousness of craftsmanship.

The school library must in every respect take its place with the school laboratory and the school shop and the school gymnasium and playground. This is the fundamental lack of our elaborate school plants to-day. They need and they will soon have this laboratory of the humanities. We must and we can without delay make it educationally bad form and bad business to allow the present impression of a modern palatial high school building, perfectly appointed in most respects, housing absurdly such a motley array of old and useless and dirty text-books, out-of-date encyclopedias and reference works, and an unkept shelf, full of equally old, black and forbidding volumes of departments of agriculture, "attic books," gifts often of friends (?) who wish to clean up their own attics and get their names in local papers as donors.

Some recent local "surveys" have visioned for us the meager "reading horizons" of high school pupils. We have found that persistence in schools even seems to depend upon books in the home. We know by records of successful school librarians that these "reading horizons" of high school pupils are amazingly broadened as we extend to them, in any systematic way, reading facilities. In short we know that education will go hand in hand with accessibility to the world's store of wisdom, which—we must still not forget—is in books. School boards accept as a matter of course the necessity of spending large sums on science laboratories and even more liberal outlays on shops for all the practical arts, even to the extent of minute conveniences to facilitate some minor instructional requirements. The new pedagogy for Latin, for English and for the social sciences demands quite as elaborate supplementary material in the way of modern library appointments. All such matters as library staff, technical training for all high school teachers of the so-called "humanities," administrative machinery, budget apportionment, location of library rooms and their equipment, courses for credit in use of

books, etc., are not fortunately unescapable administrative duties of school officials.

More than anything else we need to think the library into our everyday school consciousness. We need to feel that a school library, moreover, is vastly more than merely a collection of even choice books. The modern school has spread into an institution with function reaching far beyond

that of merely intellectualizing the child. It cares for all that pertains to the complete flowering of the pupil's individuality, hygienic, intellectual, esthetic, vocational, moral, religious. So the modern adequate school library must be too an institution for the distribution and display and for demonstration of all legitimate modern educational tools.

## JOINT ADMINISTRATION OF THE HIGH SCHOOL LIBRARY BY THE BOARD OF EDUCATION AND THE PUBLIC LIBRARY\*

BY BESSIE SARGEANT SMITH, *Supervisor of High School Libraries,  
Cleveland Public Library*

It is within the memory of many of us that public school education consisted in learning facts which were between the covers of a given text-book, no matter how dry and seemingly without meaning for the present they might be. The pupil who most accurately and quickly learned those facts was held as the best student and the pupil whose gift of imagination led him to venture on a new expression of the subject matter of the text-book was reproved.

Happily for the child to-day, teaching from the text-book has expanded into wide fields, and supplementary reading has grown to be a large part of the work which all progressive teachers require. This change in method has necessitated collections of books in the schools to furnish the child with this supplementary material. As this demand for supplementary reading has developed in all grades, the school library has followed of necessity. Class room libraries have done much fine work in bringing this supplementary reading to the grade schools, thus laying the foundation for grade school libraries. Where these grade school libraries have been established their great value has been so evident that demand for a library in every elementary school has been created. However, teachers in high schools have naturally felt

most keenly this need of books to supplement their class text books. From this need has arisen a movement for high school libraries resulting in their formation all over the country.

It is obvious that the two factors which must be instrumental in the establishment of such high school libraries are the school and the public library. What then may we expect each to contribute to the work of the high school library? The school thru its teachers represents a specialized knowledge of the child, with an understanding of his needs from the kindergarten thru the high school age in particular relation to his learning capacity. The public library, because of its very organization, is able thru its librarians to furnish a trained understanding of the way to use the world of books to the best advantage for the child.

Altho the school and the public library are in nearly every case united in the administration of the high school library, there are different ways in which the high school library administration is worked out in various communities. Because of my familiarity with the plan of administration under the joint jurisdiction of the board of education and the public library I have been asked to discuss this plan as it is in Cleveland. Here, in carrying out their plan of joint administration, the Board of Edu-

\*Read before the Library Department of the N. E. A. in New York City, July 3, 1916.

cation furnishes the high school libraries with their rooms and equipment, including shelving, tables and chairs, desks, exhibit cases, magazine racks, vertical files, catalog cases and other minor articles of furniture, all of which they keep in repair. The Board of Education also buys certain books, chiefly those of a strictly reference character, such as dictionaries and encyclopedias, and "duplicate" sets, rebinding them when required, and also it subscribes for a large proportion of the magazines.

The Public Library selects the high school librarian and pays her salary and that of any other assistants needed; but in order that there may be entire agreement between them, no high school librarian is appointed by the Public Library before the principal of the school is consulted. The Public Library is represented by a supervisor with assistants, whose duties consist primarily in unifying the work of all the libraries and bringing the ideals of the public library to the knowledge of each high school librarian. This is done by individual conferences and by regular joint meetings of all the high school librarians. At these meetings the important new books of the month are inspected and reviewed and special problems of high school library administration are discussed.

The Public Library purchases the major portion of the books in all classes, repairing them at need. It also furnishes all the stationery, supplies, etc.

However, speaking again of high school library administration in general, the chief point for our consideration is whether the combined administration justifies itself by producing *better* high school libraries. To discover whether this be the fact let us analyze specific details.

The library recognizes the importance of care in technical organization of the work for efficient library service, and therefore insists that its workers must have technical library training. It follows that when the public library shares the administration of the high school library, the librarian has this point of view as to technical library routine, performing easily that which to a teacher, trained in other directions, is very difficult and often seems non-essential.

The high school librarian stands in a middle ground in relation to the pupils. She is regarded in a less formal light than are the teachers, and often because of this is enabled to become sufficiently acquainted with the pupils to suggest right lines of vocational work. Class instruction in the use of books is given by the high school librarian to all freshmen. This instruction takes up the structure and care of the book, the printed parts of the book, the content and use of the dictionary and encyclopedia and a few reference books, the use of the card catalog and the classification of the library. Questions on the dictionary and encyclopedia are given each pupil and credit is allowed by the English department for the work done. A real appreciation of the value of this work is felt by the teachers and a spirit of co-operation is evidenced by the fact that the boys in the print shop of our East Technical High School have been allowed to print 10,000 sheets of these questions for use in all our high school instruction. This class instruction in the use of the library given by the high school librarian is also a means of bringing her into a relationship with the pupils, which affords her many chances for friendly talks or for making helpful suggestions for personal reading. These suggestions are usually accepted by the pupil and a taste for good books is frequently formed in this way. The character of the high school library should not be that of the school room but should maintain the viewpoint of a library. While teachers must look upon the matter of public education from the academic viewpoint, a high school library should be a place where there may be less formality than in the school room. Experience has shown that this sense of freedom is another aid in bringing about a closer touch needed by the boy or girl in the high school with a person of mature judgment and taste. As Miss Hall has so well said:

"The room may fulfill all its proper pedagogical functions as a reference collection for obtaining information, a training school in best methods of securing that information, a laboratory for special topic work and collateral reading in connection with the subjects in the curriculum and yet

fail of one of its highest functions if it fails to be a place of inspiration and recreation as well."

The Public Library in its special technical departments catalogs and classifies the books added to the high school library, thus furthering the economy of high school library administration. The Public Library also has facilities for buying its books with much better advantage than has a school. It is the function of an order department of a public library to know the best ways and means to buy with the greatest economy. Moreover, a public library can buy its books at all times, while often a board of education, owing to its organization, in order to procure bids can buy only at infrequent intervals and in large quantities. This means that a book in immediate demand can be obtained only with difficulty. Many teachers testify as to the benefit their classes have received from the quick purchase by the public library of a new book which otherwise would not have been available in the time of need.

All lists of books to be bought, either by the Board of Education or the Public Library, are compiled by the high school librarian and always include the specific titles which teachers suggest as meeting the needs of *their* work, as well as those suggested to the librarian by the more *general* needs of the school library as a whole. These lists are carefully compared with the books at the Public Library on the same subjects that the best possible selection may be made for the school library with the funds allowed.

May we not say, then, that the great contribution of the public library to the high school library is in its function as a reservoir of books from which the high school may draw at need? The high school librarian, *when and because* she is a member of the public library staff, knows more intimately the resources of the whole book collection of the public library, than could any one not a member of the public library staff. She can therefore use the central collection more intelligently and effectively. This close affiliation makes possible a more discriminating selection of books for loans to

the high school library. The value of these loans for supplemental work is incalculable, as no high school library could possibly afford to buy extensively of books which in many instances are needed only for brief periods.

New books may be borrowed from the public library collection to test their usefulness, with a view of purchasing them for the high school. Such "trials" many times save buying books which prove unwise for the particular high school library. The opportunity to borrow books from the public library keeps the high school collection free of dead wood and makes for a working library, live and active. A very real economy for the educational funds of the community is effected on the books side, that is, needless duplication is avoided because the high school librarian knows so well the collection of the central library and does not buy when a title borrowed temporarily from the library will serve the high school purpose. In cases where there is more than one high school library in the city, books may be exchanged between the school libraries. For supplying recreational reading the loans from the public library furnish an impetus which creates a lasting taste for reading and leads the boy or girl after he leaves school to seek the rich stores of the public library in the way only the lover of books knows.

Lastly, books being the very tools of a public library, library workers to fulfill their function must have a comprehension and understanding of the world of literature thru their wide reading and specialized training and must have the ability to evaluate those books needed for the high school library.

If "a fundamental truth is never trite," may we not once more say that the public library, the continuation school for life, can be brought to the high school boy or girl more vitally when the librarian is herself part of that continuation school? May we not also say the value is greatest when the public library's reservoir of books is brought to the boy or girl by the co-operative interests of public library and public school?

## SOME PROBLEMS OF SCHOOL LIBRARY ADMINISTRATION

BY ELIZABETH S. MADISON, *Librarian, Oakland High School,  
Oakland, Cal.*

THE rapid development in library work in schools forces upon us some new questions of administration. School libraries have peculiar needs which make it impossible to handle them like small editions of the usual library, or even as ordinary branches of a big library, so that the problem of their care and development raises considerable discussion. Most of them at present are operated either directly under the control of a school board, as parts of a city library, or as units in a county library system. Each one of these forms of administration has its earnest advocates. When we are asked, however, to declare which is the best form we come to realize that the answer must vary widely with the conditions that surround the particular school in question. Our only guide in forming such an answer must be drawn from a careful study of the five essentials of a good school library administration, which appear to me to be as follows:

1. Standardization of qualifications of school librarians.
2. Expert book selection.
3. Unity of the library with the school life.
4. Rapidity of service.
5. Economy of administration.

The standardization of qualifications of school librarians comes first, because the selection and upbuilding of the library and its entire relation with faculty and student body depends so largely upon the scholarship, personal approach and business ability of the librarian. It is never a position which should be filled by an untrained person. The educational qualifications, or their equivalents, which are requisite in a teacher are requisite in a school librarian, and the criterion whereby she is selected should be as high as that employed for any other member of the faculty. She must have a wide scholarship to comprehend and

assist in the work that comes to the library from all departments of the schools; she must have sympathy and tact to make the hard work of the library attractive to young readers and she must have the business ability and the professional training to meet the technical demands of the position. In some states the qualifications are fixed by the state board of education, and in others by the library authorities. Perhaps the former method is on the whole more satisfactory. It is at least quite certain that any state or community desiring to build up its school libraries should look first to this very important point.

In the matter of book selection I think that we will all acknowledge that the high school library presents some special problems. Young people of high school age are neither juveniles nor adults; they lie betwixt and between these two periods of life. Our whole educational machinery recognizes this fact, and gives special training, special care and special expert service to the adolescent age. In no department of intellectual training is this expert service more urgently required than in the selection of adolescent reading. The mind of the lad and girl at this period is particularly imaginative, responsive and impressionable. The whole field of literature with its strong emotional appeal spreads before him; his choice of reading now will affect his whole life, establishing habits either good or bad according, largely, to the influences brought to bear upon him. We cannot give too much care to providing our boys and girls with good, interesting, inspiring, practical, wholesome books at this time. We must eliminate, at least from our school library, books of a much lesser standard for the simple reason that young people are omnivorous and will read anything that is put before them, and if the cheap, the tawdry and the over-stimulated book material lies in their way they will

absorb it like a sponge. If, however, for the space of a few years you can make daily accessible to them a good library of selected and splendid reading, you can tide them over this period of intellectual indecision and build up habits of clear, logical thinking and good book judgment that shall serve them all their lives. Of course, we must not swing to the other extreme and establish a narrow censorship; we need not accentuate prohibition in reading, but we may offer good, live material with the very reasonable hope of its effecting the same end, or rather a better one.

Granted, then, that good book selection is of the highest importance, who is best fitted to make this selection? The only answer we can make that is broad and at the same time expresses the essential requirement is: somebody who is truly familiar with student life, with faculty requirements and with the field of book purchase. It would seem that a great deal of the selecting should be done by the faculty, since nobody knows so well as the teacher of a special subject the books most desirable in that department of work. If to the judgment of the teacher can be added the suggestions of a trained librarian, so much the better; if to these can be added the influence of a specially equipped school librarian who is as familiar with what the young people *want* to read as with what they *ought* to read, the resulting selection should be thoroly rounded, practical and attractive. No greater mistake can be made than to allow the selection of a school library to drift into the hands of one person, no matter how competent that person may be, altho final decisions and business arrangements must, of course, be entrusted to one proper authority. If the library is the product of school enterprise and managed by the school board alone, the matter of selection can easily be arranged by the librarian, who will distribute order-slips among the faculty, asking them to make suggestions for their respective departments. These suggestions can later be assembled and organized into a representative order-sheet by the librarian, who may make other suggestions and round out the whole. If the school library is operated as

a branch of the public library or of a county library, such co-operation from the faculty should be insisted upon with special care. It is difficult to get teachers, sometimes, to assume this extra responsibility, but after the order-maker, be it the school librarian or the city librarian, has once insisted upon this matter, the results will speak for themselves and show that the extra effort was entirely worth while. Next time it will not be so difficult to obtain this expert co-operation, and after that the good ideas that flow toward the purchaser from faculty and students, too, will make the book-buying more of a pleasure than ever, although it never becomes a responsibility that can be slighted or left in untrained hands.

The third requirement of a good school library service is that it shall become an intimate and indispensable part of the school life. Placing the librarian on the same footing as any other faculty member, with requirements of qualification just as high, and with equal recognition, goes a long way to establish this atmosphere, for it furthers her harmonious work with the rest of the faculty and gives her the opportunity to establish an influential relation with the student body. It is desirable that, wherever possible, the library room shall be in the immediate building. There it is most often and most readily used and assumes a definite and helpful place in the school life; the pupils come to it both for their hardest study and for browsing. If it is made attractive with pictures and flowers and comfortable tables and chairs it soon becomes a center for much of the school life. A good high school library holds much the same place in the work and the memories of its students as does a university library, and that has always been conceded to be a very important place indeed.

But suppose the community is too small or the school funds too restricted to admit of the maintenance of a separate collection of books for school pupils? We must then fall back upon the branch system of the city library, or upon the deposit station of the county or rural library. In many instances this sort of service is the

most excellent that can be obtained, and brings new life and vigor not only to the school but to the community of which it is the center. It is still advisable in all such instances, however, to develop as far as possible the artistic and individual side of the library room and to attract to it by gift or special purchase as many volumes and magazines and pictures as possible, which shall become permanent possessions of the school and form a nucleus for a better and more independent library.

Sometimes it is proposed to unite a public library branch and a school library, that is, to have a branch of the general public library housed in the school and open to both scholars of the institution and to the general public. Here, however, we find that the requisite of unity with the school life has been lost sight of. The specially rapid service required by scholars who need to return immediately to their recitation rooms can hardly be maintained where the librarian is called upon to wait upon members of the general public also. Besides, the main motive for the establishment of your high school or other school library has broken down when you admit to the shelves all of the books that are required by the general public; it is no longer a selective library, and for that reason it has lost much of its value. Any board or establishing body should think very carefully of the many sides of this question.

The next requirement, and one at which we have already hinted, is rapidity of service. A school library book simply must be on hand when it is called for, or it need hardly be procured at all. The demand is absolute. The old saying "I want what I want when I want it," has more meaning in a school library than in any other kind. When all the books belong to the school and are loaned only within the institution, or belong to a school system and are circulated only within that system, it is a comparatively easy matter to secure this rapidity of loaning. Books may be loaned for only one hour at a time and returned so as to do duty repeatedly during the day, and so may be made of very high efficiency. When, however, the school library is merely a branch of some other larger library, new

difficulties present themselves. Books must be ordered ahead of time, and courses carefully planned so as to have the right volumes at the right moment. This system breaks down if not very carefully arranged for and thoroly well administered. A school pupil who wants a book to-day on the founding of Rome will find little comfort in receiving the volume next week. If it is delayed too long the whole class, with youthful ardor, will be sweeping down the ages of history to the murder of Caesar before the book on the Tarquins arrives. The course of study moves relentlessly on, and any library system which serves a school must serve it *promptly*. Schools which contract for service from public libraries should have this point thoroly worked out beforehand.

In this matter of rapid circulation the disadvantage of attempting to serve both the school and the general public from the same book collection makes itself apparent. A school library book can be circulated for one-hour study periods during the whole day, and for an over-night loan as well. Thus one book may serve seven or eight pupils in the course of the day, or even nine pupils, if the day is divided into eight periods. Multiply this by five for the number of days in the school week and it will be seen that a single book may be used by forty or forty-five pupils in the course of a week, or by 116 or 180 pupils in a month. Under ordinary public-library-branch methods this book could have been loaned to one general-public borrower for two weeks and renewed for two weeks more, keeping it a month in all. So that one public-library borrower could deprive 180 school-library borrowers of the use of a much needed volume. It is clear that school methods of circulation and general public methods of circulation are quite different and that to attempt to operate them both in the same library at the same time does not produce a service that is fair to either side. In a school library of say 8000 volumes with a school attendance of 1000 children the book circulation, if properly encouraged and managed, easily totals five hundred books a day. Such service simply cannot be gotten out of a collection of this size except by

specialized and intensive methods, and these methods do not fit into the scheme employed generally by a public library which is organized to meet an entirely different demand. What is true of the circulation is also true of the reference work; school pupils require the immediate assistance of the librarian, since their study periods are fixed, and they must study during those particular hours assigned. If the school librarian is also serving the general public she will find it next to impossible not to neglect her school public at the times when they most need her. These are surely problems that must be thoroly investigated by public libraries that are attempting to serve schools with anything like adequacy, and by school boards establishing libraries.

We now come to the fourth consideration: economy of administration. In solving this problem the local conditions are the determining factors. If the school to be considered is small or is in a rural community where the funds are limited the very best results can be obtained by pooling the moneys of all the schools of the county (outside of the larger towns and cities) and organizing some system of inter-school loans and co-operative purchasing. This is usually done best by the county library, in counties and states which are so fortunate as to have a well organized county library system. Under such methods each school may contribute say fifty dollars a year and receive the use of three or four hundred dollars worth of books. Each school receives an assignment of volumes designed especially to fit its needs, and at the end of a stipulated time these books are removed and others are sent in their places, the first collection passing on to another school after a visit to the repair shop. The actual book purchasing is done by an organizing librarian thoroly trained for the work, and, the purchases for all the schools being much larger than would be possible for any one school, the prices obtained are more advantageous. States that have not a county library system already established would do well to "back up" such an organization if only for the good that would result to the schools. If a county library organization is out of the question,

the state board of education could find no better work than the establishment of a supervisorship for school libraries and school library purchases.

When, however, we come to the towns of considerable size and to the larger cities, conditions are entirely different. Many cities and towns have a well-planned purchasing system which includes adequate means for making purchases for the educational department. In such cases the library buying is often very efficiently done thru this purchasing office acting upon recommendations of the school faculties and school librarians, all the business transactions being kept within the school department. Probably, this is the ideal arrangement. Some cities have tried a dual control, by having the board of education and the city library both in charge of the recommendation and purchase of books for the schools, but I have never heard of its proving a great success. Napoleon is credited with saying that one poor general was better than two good ones, and any person who has tried to work under a dual authority system appreciates the aphorism. The main points to be remembered are that the purchases should be made by expert buyers; that deliveries should be prompt and easily controlled; that the method of communication between the school library and the person or office doing the purchasing should be direct and unencumbered by time-wasting officialism.

The conclusion of the matter, as the preacher sayeth, is that the school libraries want the best and most skillful workers procurable; they want adequate service; they want rapid service; they want service which comprehends and meets their individualistic needs; they want the kind of service which "works out" and not that kind which looks well only in reports. School libraries of the future will not be partisan about the methods under which they are to operate, but they will be absolutely insistent upon the results they desire to obtain.

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"Reading is the most important thing the child can learn in school. It is the key that opens most of the doors through which the adult will wish to pass."

## GENERAL PRINCIPLES INVOLVED IN HIGH SCHOOL LIBRARY CONTROL\*

*Central Topic:* The Control of the High School Library. Shall the Public Library Board or the Public School Board supply the High Schools with the necessary equipment and control the educational policy of the high school library department?

To-DAY's topic divides itself, in my mind, very sharply into two heads: First shall the public library administer the high school library? Second, shall it control the educational policy of that library?

Before proceeding to discuss these divisions *seriatim* it is only right that I should state my conviction that the second has been so worded as to create a prejudice in advance against public library administration. The high school library can have no educational policy apart from that of the high school itself; and that the public library should control or attempt to control the educational policy of the schools is unthinkable. The way in which the subject is worded fairly creates the presumption that such control is proposed, and for this reason I object to it; for I know of no such proposal.

My advocacy of placing the machinery of administration under public library control is based on the broader thesis that when various public bodies are conducting departments whose technic is identical, that technic may be profitably put in charge of the one of them that best understands it. Thus, when a library is conducting a training school for librarians I believe it to be proper that the administration of the school should be entrusted to a local teaching body, where such a body is able and willing to undertake it. This is practically what has been done in Cleveland. Conversely, where a school is operating a library, I believe that this library should be administered by the public body that has been created for the purpose of administering libraries, that is fitted for this task by training, experience, and by the fact that it has no other aims to conflict with the proper performance of the task.

\*Read before the Library Department of the N. E. A., July 3, 1916, in New York City.

I beg you to observe that where the public library is under the authority of the board of education, no one has ever proposed any other method of administration. Where that board has what is practically a library department there is no question that all the libraries under its jurisdiction should be administered by that department. Now the question is not fundamentally changed, it seems to me, by the mere transference of the public library to a separate board. The fact that objection arises as soon as this transference is made, shows that it is not to the operation of school libraries by the public library authorities, but to entrusting anything under the jurisdiction of the board of education to what that board considers an alien body, without reference to the fact that it is an expert body. This attitude on the part of boards of education of wishing to assemble under their own jurisdiction everything that touches their work in the slightest degree is by no means confined to school libraries and has been frequently commented upon. It is doubtless a necessary attitude in cases where the city is under the rule of the ward boss and in the grasp of the spoils system—where the board of education is the only public body not permeated with graft and it is necessary to preserve its independence and liberty of action with jealous care. Complete duplication of many things may be allowable in such a situation, where on general principles it would be wasteful. I am assuming, of course, that this situation does not exist.

Where the feeling on the part of the board of education is very strong that it would be improper to let another board administer anything that goes on within its buildings, a working agreement between the two boards may solve the problem. Such an agreement is in successful operation in Portland, Oregon, where school libraries are in charge of a supervisor who is an official of both boards and whose salary is paid jointly by them.

One of the obvious advantages of library control is that when such a course seems desirable the school library may function also as a branch library for the neighborhood. This plan has been success-

ful in Cleveland, in Kansas City, in Gary, and elsewhere. There are differences of opinion about its desirability, but it certainly would not be practicable at all with school libraries wholly under the control of the schools.

I fear, however, that I may weaken my case by seeming to rest it on such particular instances as these. It does not stand or fall with any of them, but depends on the broad principle laid down at the beginning. What we are aiming at, of course, is to get good school libraries and to connect up the habit of school reading with a general habit of reading through life. That school libraries should be in charge of some one who has no other duties and who understands library technic, admits I think of no doubt. There is *a priori* no reason why such persons should not be employed wholly by boards of education and they have, in notable instances, been so employed. But the fact remains that generally, where school libraries are operated directly by school authorities they have not been put in charge of experts and are unsatisfactorily administered. The public library is not seeking for aggrandizement, but it does believe that it has the special knowledge and the machinery to reorganize and operate these unsatisfactory libraries better and more cheaply than if it were done by duplicate machinery and expert advice under the board of education. And the question is more than one of methods. The facts are that, still speaking generally, the public library does the work and the board of education does not. Boards of education have been accustomed for years to look on collections of books, outside of the text-book domain, as entirely subsidiary or even unnecessary. The present discussion is sufficient evidence that this point of view is changing. If it is desirable that it should change completely and radically, why not allow the school libraries to be taken in charge by bodies who have had the broader view for a generation, who have thought for years in terms of libraries and whose theory and practice is all directed to making libraries effective?

ARTHUR E. BOSTWICK.

#### CHILDREN'S LITERATURE COURSE AT KANSAS STATE NORMAL SCHOOL, EMPORIA

THE course in children's literature as offered at Kansas State Normal School, Emporia, is part of the year's work in library science for the satisfactory completion of which a certificate of library training is conferred by the school. It is an elective, giving three semester hours credit. About forty students elect it each time it is offered.

Two invaluable adjuncts to such a course are right at hand: the children in the training school, and a well-developed children's library of some three thousand volumes in charge of a children's librarian.

The subject is presented not as a piece of work to be completed but rather as a point of view with ever-broadening possibilities, keeping in mind that

It takes sweet flowers long to grow;  
'Tis the weeds that make haste.

The classes are made up of prospective teachers for every grade from kindergarten to high school. Constructive thinking is encouraged and independent individual work, each student appropriating from the material presented that which will be of most service to himself.

Ways of introducing children to books, increasing their power of thought, giving them an emotional and literary background for life, and presenting lofty ideals to them, are some of the things specially considered.

A foundation for the study of books themselves is laid by introductory reading with oral reports in class of such articles as: Mumford, Juvenile readers as an asset; Mathiews, Blowing out the boy's brains; Scudder, Nursery classics in school; of books such as Eastman, Enjoyment of poetry; Shuman, How to judge a book; for

Child study that is divorced from adult study has led and still leads into all sorts of pedagogical absurdities

—and books such as Grahame, The golden age; Kelly, Little aliens; expressing children's attitude of mind; and further, psychological studies of the child mind, such

as Sully, Children's ways; Meynell, The children.

Class discussion brings out children's points of view, their interests and their ideals as they progress thru the different grades. Each student takes his place before the class and makes his report to the class, not to the teacher, and meets any question from the class, gaining in self-possession and ease in presenting matters to a company.

This introductory work completed, the history of children's literature is briefly outlined by periods, bringing out types and changes including the influence of the public school system as it developed. This is followed by principles of book selection in this country and abroad, with introduction to the best aids printed and available to teachers.

A study is then made of some forty good illustrators of children's books, for type of work and comparative merit. The class is now ready for actual work with children's books themselves.

Each student keeps a notebook with material well classified and short notes for each title listed, to aid in selection at future times. Books are examined in groups following as nearly as practicable the decimal classification, but broadly and beginning with books for the littlest people.

At the beginning of the study of each group the inclusive subject is discussed with relation to its possibilities from the point of view of both teacher and children, the school grades in which it should be presented, and method of handling it for best results. Questions or outlines are given to guide the student; for example, here is the outline for the study of picture books:

#### CLASSES

Didactic: A.B.C., Historical events, Manners and customs, Mechanical objects, Natural history.

Fanciful and artistic.

Domestic: Home, School, Play.

Humorous.

As further example of guidance given students, here are the questions to be kept in mind while examining books on industrial arts:

Does the author seem to have had practical experience in doing what he describes? Are explanations so clear that a child could do the work without other help? Does the book simply tell how to do things or also explain why? Are there diagrams and plans as well as other illustrations, and are these clear?

Helps for teachers (for example, Holtz, Nature study) are presented with groups of books for children, as they aid materially in correlating general reading with subject study.

The groups of books thus considered are as follows: Picture books, Fairy tales, Poetry, Bible and Bible stories, Government, Nature study, Industrial arts, Arts, Biography, Travel, History, Story books, Collections of stories, Magazines.

During the recitation hour members of the class present books to the class, the ideal striven for being such presentation as will win readers among children and also bring out class discussion as to use of the books by teachers in connection with subject study in the different grades.

The study of books is supplemented by use of pictures, classified, mounted, and filed so that they can easily be found when wanted for illustrative work. The collection serves also as a model of what any one can have and at a very little cost. This picture collection includes examples of the work of various illustrators, poster material for holidays, pictures of animals, birds, noted buildings, peoples of foreign lands in native costume, and many other matters of interest in the grades and elsewhere.

This course in children's literature is followed by a course in story telling, also giving three semester hours credit, its motto being: "Story should lead children to the inside of books but should never stand out by itself as more to be desired than the books."

GERTRUDE BUCK.

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We ought to regard books as we do sweetmeats, not wholly to aim at the pleasantest, but chiefly to respect the wholesomest; not forbidding either, but approving the latter most.—PLUTARCH.

## THE NEW AMHERST COLLEGE LIBRARY

THE new library at Amherst College has been made possible by a gift of \$250,000 from Mr. Edmund C. Converse, of New York, in memory of his brother, James B. Converse, a graduate of the college in the class of 1867. It will occupy the site of Hitchcock Hall, known to generations of

at the middle of the portico leads to a vestibule to be decorated on either side by Assyrian bas-reliefs which have been in the possession of the college for many years. The vestibule opens into the delivery space, which occupies the center of the building and runs up through two stories, being lighted by a large skylight. The walls of the first story are treated with pilasters and panel work, and in the second



Amherst men as the Boltwood mansion, which has been torn down to make room for the new structure. The main façade is to the west, facing the Common.

The general style of the building is classic, with a leaning towards colonial in proportions, the material being limestone and brick. Its dimensions are 140 feet in length and 100 feet in depth. Preceding the central part of the building is a portico of six stone columns of the Ionic order, 34 feet 7 inches high. The main entrance

story a corridor with balustrades and columns runs around three sides. The delivery space gives access on the north to the main reading room, on the east to the stack, and on the south to rooms designed for cataloging and bibliography, and also to the librarian's office. To the west of the delivery space is a large room devoted to standard authors and a room for magazines and newspapers.

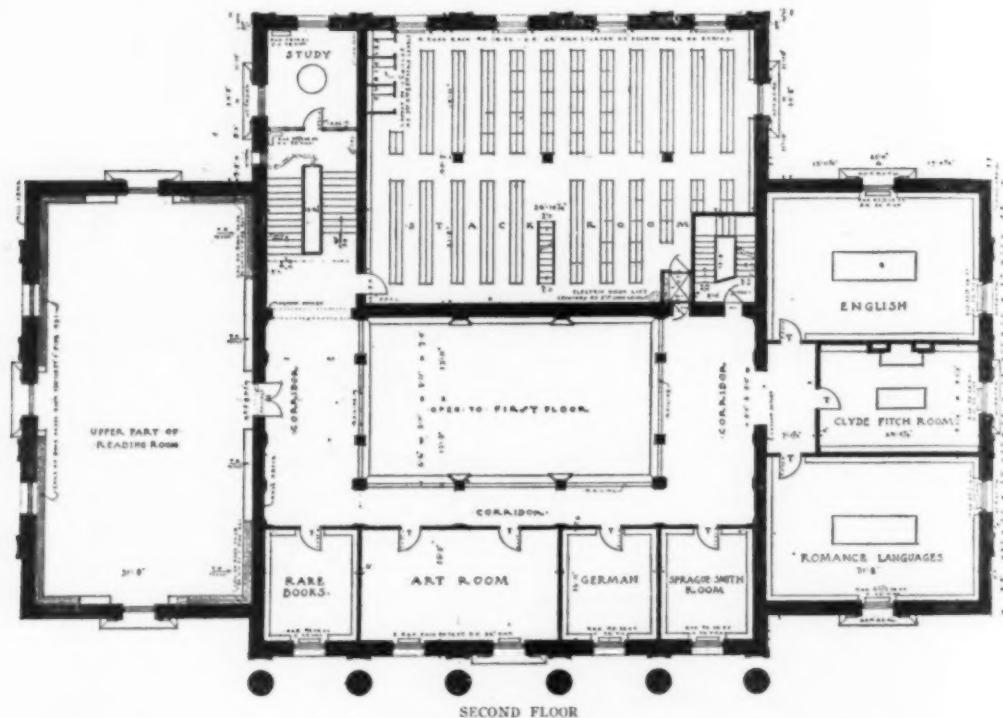
The reading room also runs through two stories and is lighted on three sides, north,

east, and west, by great windows which reach almost to the ceiling. The walls of this room are lined to the height of fourteen feet with book cases and oak paneling. Above that the wall is of stone, and the ceiling is paneled and classic in style.

The second story is devoted to special collections and department rooms. The library of the late Clyde Fitch will be re-

a rest room for the women on the staff. Much of the basement will be left unfinished, with the idea of its being used ultimately for book storage.

The book stack will be six stories in height, corresponding to the basement and three main floors of the building, and will project some 25 feet beyond the north and south line of the east facade. It will be



produced exactly as it was in his house: the ceiling, furniture, books, etc. having been given to the college for this purpose. As before noted, the corridor communicating with the second floor rooms looks down between columns into the delivery room. Additional departmental rooms will occupy the entire third story.

The collection of memorabilia relating to the college will be installed in a room in the basement, which will also contain a receiving and shipping room, a room in which books will be made ready for binding, and

provided with the latest pattern of metal shelving, electric elevator, etc., and will have a capacity of about 240,000 volumes.

Perhaps the most significant feature of the building will be the great amount of space devoted to department rooms, all of the third floor and most of the second being given over to this purpose. In nearly all cases the rooms will be so grouped that each department will have the use of two: a small room designed as an office or work room for the members of the department, and a larger one in which books con-

nected with the department will be shelved, and where teachers and students may meet, formally or informally, in an atmosphere of books. While there is no intention of making the library into a recitation building, it is quite possible that the small groups formed by the new senior courses may hold their meetings in these department rooms.

The standard authors or "browsing" room simply follows the lead of other recent college libraries in supplying a place where reading for its own sake may be encouraged and stimulated. Some will think our reading room, with seats for 72 people, rather small, but it must be remembered that Amherst is not now, and never will be, a large college. Furthermore, we anticipate that the demands on reading room space will be lessened by the separate room for magazines and newspapers, as well as by the department rooms.

The architects, McKim, Mead and White, have been very exceptional in their desire to co-operate with the building committee, and there has been absolutely none of the compromise so often to be met with in library buildings.

The new structure will be dedicated at the Commencement in 1917—fifty years after the graduation of the man in whose memory it has been given.

ROBERT S. FLETCHER.

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#### "LIBRARIANS NATIONAL PENSION BUREAU?"

THE attention of the LIBRARY JOURNAL has been called to circular letters with the printed signatures of "Margaret Rogers" and "Ralph Ferguson," proposing the establishment of a "Librarians National Pension Bureau." This circular matter bears the name of Fremont Rider, managing editor of the LIBRARY JOURNAL, in several places as "Secretary" of this "Pension Bureau," whose address is given as 241 W. 37th Street, which is the address of the LIBRARY JOURNAL.

The LIBRARY JOURNAL is obliged to say that it knows nothing whatever of this proposed "Bureau"; and Mr. Rider has not only made no authorization of the use of his name in this connection, but knows

nothing whatever about the "Bureau," its personnel or its plans.

The circular names a number of well-known people as having "been communicated with" relative to the subject of librarians' pensions, among them Mr. J. I. Wyer, Miss Plummer, Mr. Faxon, Mr. Hadley, Mr. Bostwick, Mr. Utley and Mr. Herbert Putnam, and states that they are believed to be interested "in the plan proposed."

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#### CONCERNING OUTSIDE READING

A STUDY of the reading habits of 800 students in the Decatur High School was recently made by J. O. Engleman, superintendent of schools in Decatur, Ill. In the *Journal of Education* for Aug. 17, Mr. Engleman sums up briefly the results of his investigation. "The study," he says, "shows that one-fourth of them do not read the daily papers, tho the study was made when Congress was in session, most of Europe was at war and the rest of it compelled to preserve an armed neutrality, when treaties were being broken, ships were being sunk almost daily, and when waters disturbed in 490 B. C. and again in 453 A. D. were once more the scene of great naval encounters. Without minimizing the importance of Greek, Roman, medieval or modern history, no high school can justify its course if it fail to use the daily paper to vitalize both medieval and textbook modern history.

"Seven out of eight students regularly read one or more magazines, the *Youth's Companion* leading in popularity. Seven hundred students read a total of 178 different magazines but sixty-five of them have only one reader each. The latter list includes many of the magazines most widely read by scholarly adults.

"Almost half of the students read no books not required by their teachers. The 400 students had voluntarily read a list including 418 different titles, it is significant to note what is not found in the list. Dickens, with his long array of novels, had but four readers; Hawthorne, two; Scott, two; Kipling, one; Cooper, two; Victor Hugo, two; Barrie, one; Milton, one; Tennyson, one; Kingsley, one; Shakespeare, one; Stevenson, none, and George Eliot, none.

"In the eighth grade a larger percentage of pupils read the daily paper and a smaller per cent., magazines. There was also more voluntary reading of books but the type of matter read is less commendable. Only thirty-two of 225 pupils acknowledge a love for poetry, and of these only four are boys."

#### WORK WITH SCHOOLS IN THE HAVERHILL PUBLIC LIBRARY

The work of the Haverhill Public Library with schools is a voluntary arrangement on the part of the teachers with the initiative and control largely from the library, and all expense of transportation, postage, stationery and assistant in charge of the work paid for by the library.

In addition to their personal cards teachers have special cards on which as many books of non-fiction as they need may be taken for four weeks. Those who leave town for the summer vacation may take with them books needed for study. Notices of new educational books, as they are received, are sent to the superintendent of schools and high school principal, and multigraphed teachers' bulletins are sent to all teachers several times during the year. The educational books and periodicals are kept in a room by themselves accessible to the teachers.

The reference librarian has charge of the school work, as the help in preparing debates, essays, etc., for the pupils is best given by the reference librarian.

As the high school is across the street from the library, the reference work for the high school is done at the library, and pupils often spend study periods at the library. Altho the high school has a fine library room, the book collection is small and few new books are bought. The high school depends largely on the public library for reference books and general new books of the day. The reference librarian keeps in touch with the high school courses, and places on the high school shelves in the reference room books to meet the changing needs of the classes during the year. As English is required in all four years in the high school, the freshmen make more or

less voluntary use of the library. The sophomores are required to learn how to use the library, and receive credit in English for preparing bibliographies on some subjects of interest, with the help of the card catalog and periodical indexes. The class visits the library in sections and receives instruction from the reference librarian in the use of the card catalog and reference books. Later, help is given the pupils individually in preparing their bibliographies.

On the high school reserve shelves in the reference room is kept a collection of up-to-date catalogs and handbooks of the leading schools and colleges to help those who are going to college or to technical schools.

The best editions of the standard English and American and some foreign authors are kept in the reference room for browsing. Many of the English classics, such as "Vanity Fair," "Rip Van Winkle," "Pickwick papers," "School for scandal," "Knickerbocker's New York," in fine, expensive editions illustrated by such artists as Baumer, Rackham, Aldin, Thomson and Parrish are on open shelves in the reference room, and are sent to the high school if the teachers desire. For the English courses small exhibitions are prepared illustrating the history of printing and book making. For these are used, among other things, a model of Gutenberg's printing press, illuminated manuscripts, early block letter books, as the Nuremberg Chronicle, a facsimile of the first Shakespeare folio, and examples of modern fine printing and binding. Talks on the history of printing and on prints have been given before teachers and their classes by the librarian.

Small collections of books on vocations are sent from time to time to the high school library to be used there by teachers and pupils. All available books and pamphlets on vocations are bought, and copies of an exhaustive catalog, prepared by the library, of books and periodical articles on vocations are kept at the library and the high school. Recently several lectures on vocations, arranged by the library, were given at the high school.

For more than twenty years the schools, other than the high school, have been used

as deposit stations. Ten traveling libraries of 60 volumes each circulate among the small ungraded schools in the country districts, staying four months at each school. Books and pictures are sent every four weeks to each room from the fourth to eighth grades. Pictures are sent to grades below the fourth. The books are selected by the teachers with the help of the librarian. The teachers use chiefly in selecting "Class-room libraries for public schools" prepared by the Buffalo Public Library, copies of which are in all the schools. The use of the books depends upon the teacher. Some circulate the books for home use, and some use them in the school-room for supplementary reading. Books and pictures are selected for general reading and to illustrate the class work. Books and pictures are sent to the playgrounds and vocation schools.

The picture collection is very large and is much used by the teachers. Pictures of places, both mounted pictures and picture post cards, are the most in demand. Historical anniversaries, holidays, birthdays of famous people and pictures of industries are much called for. Books and plates of designs and pictures on fine art subjects are much used in the drawing classes.

A collection of lantern slides suitable for school use is being made. The collection now covers local history and geography. The Haverhill slides have been much used. The picture collection includes many stereographs which have had a wide use by the schools. For the high school use particularly there is a large collection of historical colored lithographs covering chiefly European history. These pictures have a varied use. One series, on Greek and Roman life, illustrates history, home life of the people, the theatre, the *Iliad* and *Odyssey* and ancient methods of commerce and warfare. These are used by the history and literature teachers. Another series covers mediæval history. Pictures of a castle and a tournament hung in a classroom give life to the reading of *Ivanhoe* and *Kenilworth*. King John signing the Magna Charta, soldiers building the Roman wall in Britain, or Danes attacking an English coast town, all shown in color with histor-

ically correct settings make the history more real.

Besides the picture collection is a small museum collection for school use. This includes such things as a model of a Swiss chalet bought in Switzerland, alabaster models of Roman ruins, dolls from Mexico, Alaska and other places in national costume, exhibits illustrating industries as silk, cotton, linen, copper mining, basketry and weaving. There are tin soldiers in correct costume, Indians, wild animals, a Japanese garden, and objects to illustrate the great inventions that have influenced history, as a model of Gutenberg's printing press, a compass, quadrant and gunpowder. All of these are exhibited either at the library or in the schools.

Classes from the high school come to the library for lectures by their teachers in history or literature. For them exhibitions of books, pictures and museum objects are prepared in the library lecture room. The pupils often come afterwards to get material for their written exercises from these exhibitions.

The library has a reference collection of the best children's books in fine editions for the use of teachers and parents in selecting books for the home library. Inexpensive but good editions are also shown in this collection, so that all purses may be suited. This collection is exhibited in the delivery room for a month before Christmas.

JOHN G. MOULTON.

#### THE ST. LOUIS PLAYGROUND-WAGON

For several years the St. Louis Public Library has been seeking a method of effective co-operation with the summer playgrounds. The problem was made more difficult by reason of the impossibility of placing enough books on the playground to attract the children, both on account of limited shelf-room and a lack of supervision, except for one hour each week when a library assistant was present. The strenuous effort of the assistant, the apathy or too great zeal of the children, together with an entirely disproportionate loss of books, united to create a feeling of desperation in the people most concerned.

Something had to be done—and something was done. The Playground-Wagon, shown as the frontispiece of this number of the JOURNAL, was evolved.

On the road it appears as a simple and ordinary motor truck, but once arrived at the playground it ceases to be ordinary, albeit as simple as ever. Within, a bookcase has been concealed, a bookcase on wheels, with a capacity for 380 volumes. This is rolled out on a shelf hooked to the end of the truck and supported by a wooden upright. A small slide is next pulled out, making a desk at which the books are issued. Having loosened the chains which hold the books in place during the journey, having placed an empty box beside his stool to hold the returned books, and having seated himself on the stool before the desk, the driver of the machine is ready for the children, who have been ready for him since the machine first drove into the grounds. The assistant—a children's librarian—with the materials for registration, stations herself at the front of the wagon where she can at the same time oversee the steering gear and the horn, which have an irresistible attraction for the boys, and utilize running-board and mudguards as desks according to the size of the child who wishes to "start." "All is now intense activity." The children swarm about the books, about the driver, about the application cards; some from the ball grounds, wet and sticky; others from the bathing pool, blue and dripping; and some few demure little maids, sewing in hand, shyly waiting their turn. As the clamor for books begins to die away, a new cry is heard: "Ain't there going to be no story to-day?" There is; and in a few minutes the wagon is deserted by all save the driver and an eager handful anxious to help bring order out of chaos. The end of the story finds everything folded away, and machine and driver are ready to start for the next playground, where the scene is repeated. That the children on the second playground may not be obliged to satisfy themselves with leftovers, as they would be if all the "good" books had been drawn at the first stop, an extra box of books is carried, with which to fill up the gaps. Each day the shelves

are restocked at the Central Library, where all detail work—counting and arranging the issue, checking off returned books, etc.—is taken care of. In this way, every moment at the playground is made to count in the purpose for which we go there. With plenty of books to choose from, it has been possible to sustain the children's interest, so easily dissipated when books are scarce or unsuitable. It is still too soon to say what changes or modifications may be deemed necessary another year, but under present working conditions we feel that a maximum of service with a minimum of fruitless effort has been achieved.

MARY WILKINSON.

#### THE CATALOGING TEST: RESULTS AND OUTLOOK\*

THE result of the cataloging test, as a whole, would seem to be negatived by the fact that such a small number of libraries took part in it. Of the 38 libraries that finally sent in replies to the questionnaire sent out first in 1913 and again in 1914, only 17 took part in the test, and one library took part in it without having answered the questionnaire. These 18 libraries divide themselves naturally into the following four groups: (1) Three large libraries, each of which represents a type of its own, none of them easily compared with the other two. These libraries cataloged for the test a total of 302 books in 293 hours and 23 minutes at a total cost of \$193.83, giving an average of 56 minutes in point of time and an average cost of 64 1/5 cents.

(2) Four university libraries which cataloged together 402 books in 139 hours and 16 minutes at a cost of \$64.20, giving an average of 20 4/5 minutes in point of time and an average cost of 16 cents.

(3) Seven large public libraries with branch systems, reporting together 684 books cataloged in 399 hours at a total cost of \$172.52, giving an average of 35 minutes in point of time and an average cost of 25 1/5 cents.

(4) Four smaller libraries, namely, three public libraries and one state library, re-

\*Report read before the Catalog Section of the A. L. A., at Asbury Park, N. J., June 30, 1916.

porting together 326 books cataloged in 73 hours and 31 minutes at a total cost of \$36.14, giving an average of 13½ minutes in point of time and an average cost of 10 1/10 cents.

Studied in these groups, the tests made by the different libraries will have a story to tell, and the committee on cost and method of cataloging has recommended to the executive board that a study of them be made. The most fruitful group, because more of a unity than any of the others, is the third group, the seven large public libraries. For the purpose of this paper, however, I have chosen the second group, the four university libraries and the university library included in the first group. These libraries are numbered X, XI, XII, XIV and XV in the tables of replies to the questionnaire.

Dividing the grand averages of time and cost in the reports of these five libraries under the heads of books cataloged by these libraries themselves, and books for which they have used cards printed by other libraries (here called L. C., because the number of cards from other libraries than the Library of Congress is infinitesimal), and again dividing the books cataloged by the libraries themselves into books in English and foreign languages, we find the following results:

	Own.	English.	Foreign.	Total	L. C.	Grand Total	Estimated Average Cost, 1912.
		1 h. 42 m.	1 h. 10 m.	Average.	Average.	Average.	
X.....		9 1/4 c.	6 5 c.	1 67 3/4 c.	35 m.	54 5/8 m.	
XI.....		23 3/8 m.	30 1/4 m.	26 1/4 m.	39 c.	52 1/2 c.	\$1.34
		16 1/2 c.	22 1/2 c.	18 1/4 c.	21 3/4 m.		
XII.....		16 1/2 m.	18 1/2 m.	17 3/4 m.	16 c.	17 1/2 c.	39 c.
		11 1/2 c.	12 1/2 c.	12 1/4 m.	15 m.		
XIV.....		25 m.	37 1/2 m.	36 1/2 m.	18 1/2 c.	15 1/2 c.	30 1/4 c.
		17 1/2 c.	26 1/2 c.	28 1/4 c.	10 m.	26 3/4 m.	
XV.....		18 1/2 m.	20 1/2 m.	20 m.	18 c.	21 1/2 c.	70 c.
		8 1/2 c.	10 1/4 c.	9 1/2 c.		20 m.	
						9 1/2 c.	47 c.

It is a seemingly curious fact that library no. X spent so much more time on the English books than on the foreign; but this is explained by the character of the books. Of the total of 101 books cataloged by this library nearly 25 per cent. required long searches, because the authors were new to the library and found neither in the L. C. depository catalog, nor in the first couple of reference books consulted, and some of the books in English were of this kind.

Two of the titles reported by this library represented long sets of periodicals. This library deliberately included in the test a number of difficult books, while the others more closely followed the recommendations of the committee, that in all cases average books be selected. No. XI stated that in its test books of average difficulty had been selected, and that the test, therefore, was not representative of its work; the more difficult and time-consuming books had been eliminated. This was to all appearances the case with the other three libraries as well. No. XI stated in the reply to the questionnaire that its "acquisitions consist to a large degree of documentary and serial matter of all sorts, for which we have some particular method of cataloging, devised to expedite the reaching of the shelves by this material." This class of books, however, was not selected for the test. That no. XIV, in estimating the cost in its reply to the questionnaire counted a monograph series, consisting of a number of analyzed monographs as one title, should be taken into account when comparing this estimate with the average computed from the test report, where individual titles only were recorded.

The high cost reported by no. X, in 1912, as compared with the average computed from the test report, is explained by the fact that in that year the library opened a

new building, necessitating the moving of half a dozen large libraries, and in addition the library was engaged in changing its method of work to a new system.

That this library maintains a number of special catalogs and shelf lists affects the number of cards to be prepared and therefore the cost of multiplying them; it affects, however, chiefly the cost of filing, a process which this library did not include in the test.

No. XI finds a cause of economy in the fact that the same person attends to both the cataloging and the classification of a book, and that the books for the purpose of treatment are divided into groups of one or more subjects, each cataloger having charge of one group.

No. XV did not make a very detailed report in response to the questionnaire, but, if I am not mistaken, this system of dividing the books into groups prevails there also, at least as far as the classification is concerned.

While speaking of the kind of books selected for the test, I might mention that, when I selected at the John Crerar Library what I considered books of average difficulty from the standpoint of cataloging, the classifiers threw up their hands and said that they had never had such a collection of snags coming to them at any one time.

Another factor that naturally influences the cost of the work is that of salaries. In this respect the five libraries stand as follows: No. X has a cataloging force of 24 persons, with an average salary of \$906. No. XI has a force of 20, with an average salary of \$581. No. XII had in 1912, a force of 16 with an average salary of \$985. The staff of this library has since been increased, but I have no report of any increase in salaries. No. XIV has a force of 12, with an average salary of \$505. No. XV has a force of 19, with an average salary of \$502.

There are other factors that will influence the time consumed in cataloging and thereby the cost of the work: matters of organization, of local conditions, and the experience and alertness of the workers, the absence of which will naturally result in waste of time.

Now, what might we regard as the net result of the test? One thing stands out clearly enough, and that is the economy effected by the use of the printed cards prepared by the Library of Congress. That library no. XV does not use Library of Congress cards at all, and still shows a low, one might say, minimal cost of cataloging even if compared with the other three libraries that selected easier books than

usual for the test, cannot be said to vitiate the result in this respect, because in this case the cost was clearly the result of low salaries. It has been shown by no. X both that the use of Library of Congress cards reduces the cost and that in university libraries, especially the larger, there always will be a large number of books for which the Library of Congress cannot supply cards. The test, therefore, in this respect points to the question whether the work of the Library of Congress could be supplemented by a central bureau, perhaps organized as an appendix to the catalog division of that library, where books purchased for a number of large libraries could be sent for cataloging before being shipped to their final destination. This involves, however, other questions of co-operation which, if I am not mistaken, are being considered by the American Library Institute. If such arrangements be made, what would then become of the cataloger? Would he be relegated to the scrap heap? By no means. For one thing there will always be a residue of local and other publications that would come within the scope of neither the Library of Congress nor any other central bureau; then there is what might be called the individualizing of the catalog of a library, the annotations to be made in order to meet the need of a particular constituency.

Until a co-operative cataloging bureau be established, and in case this idea should not be realized, there is another way of solving the problem, at least partially, namely: by arranging to have each of a group of libraries prepare entries for books falling within its special fields, the cards to be printed by the Library of Congress under some such arrangement as already exists, but with a more definite plan.

There is also the problem of possible reorganization of the work within a library, such rearrangement of the functions of the members of the working force as is suggested by library no. XI, which has found it profitable as a saving to have the books handled by the same person for both cataloging and classification. This method would necessitate a certain specialization in studies on the part of the individual. At

present too much attention is paid to the technique at the expense of the higher functions. The reorganization of work along the lines indicated might lead to a reorganization of the studies in the library schools by introducing, as a part of the curriculum, a thorogoeing study of the history and interrelations of sciences and arts. If the plan were adopted more generally it might lead to attracting to the library profession university graduates with definite scientific specialties who might find in library work an even better outlet for their faculties than in teaching. In the meantime, libraries adopting the plan of organizing their staffs along subject lines would have to demand from their workers a certain amount of specialization in their outside reading and study, and might well encourage such specialization by offering extra time to such members of their staffs as are willing to give a considerable amount of their own time to studies of this kind.

These two ideas: the extension of the central cataloging work of the Library of Congress and the possibility of organizing the work in the individual library so as to utilize to a larger extent than is now the case the special interests and the special knowledge of the individual, stand out for me as the net result of the cataloging test.

AKSEL G. S. JOSEPHSON.

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#### BOOKS FOR THE BOYS ON THE BORDER

No sooner had the National Guard of the various states been ordered to the Texas border than the question of supplying the men with reading matter came to the minds of many. Numerous agencies and individuals became interested in the matter and donations of books and magazines were solicited.

Of the organized efforts to furnish books, probably the most important is that now being worked out by the Y. M. C. A. The Rockefeller Foundation has donated \$15,000 for the purchase of books, and their selection and transportation are in the hands of George A. Reeder, international secretary of the Army and Navy Department of the Y. M. C. A. The New York

Public Library was asked to advise in the selection of the books, and has also been of assistance in their purchase and preparation, the work being cared for in the Main Building. Forrest B. Spaulding, the head of the traveling library work, has been the library's direct representative. About four hundred different titles have been chosen, mostly good fiction for men, with some books on electricity and kindred subjects, a few on Mexico and the surrounding country, and a few volumes of modern poetry. "It's not a 'high brow' collection," Mr. Spaulding admits, "but I'll guarantee that the men will like every book in it so well they'll be worn out in six months." The books will be grouped in sixty-five separate collections—forty of one hundred books, and twenty-five of twenty-five books each. They will be packed in cases like those in use for the traveling libraries in New York, and will be distributed among the 36 stations established by the Y. M. C. A. An additional gift of books is expected by the association from the American Red Cross.

In June Dr. John H. Finley, of the New York State Education Department, presented to Major-General O'Ryan a plan whereby the state libraries might operate on somewhat the same plan adopted by the English, French and German military organizations. It was suggested that independent groups of books be sent to each unit of the state forces while on service. These libraries, ranging from 50 to 250 volumes, would include small working collections on military science and engineering, topography, maps for the professional instruction of men and officers, books on Mexico and the Southern American states, and a substantial amount of the best fiction. So far as possible the books would be furnished in small pocket editions in order to aid in the easy transportation of the volumes and their use by the soldiers during free periods. Unfortunately there has been some delay in working out the routine for this plan in all its details, and it is not yet in practical operation.

The secretary of the Texas Library Commission writes that the commission is send-

ing traveling libraries to the places where soldiers are stationed, tho the limited funds of the commission do not permit it to give the work the amount of attention which it deserves. The Iowa Commission, in co-operation with the state secretary of the Y. M. C. A., has shipped to Brownsville five cases of books for the entertainment of the Iowa militia.

Likewise the Public Library of Rochester, N. Y., has arranged to open a station of the library at McAllen, Texas, where Troop H, First Cavalry, is located. The library, which consists of between 25 and 50 volumes and makes its home in a neat telescope case, will go with the Rochester boys wherever they may be moved.

#### LIBRARY WORKERS AT THE N. E. A. CONFERENCE

THE National Education Association held its annual conference in New York City July 3-8, the Library Department holding its meetings during the first half of the week. One whole session was devoted to a consideration of the best means of administering a high school library, and another to news from the various groups of school and college libraries. On Wednesday morning a joint meeting was arranged with the Department of Secondary Education, in which most of the speakers were teachers rather than librarians.

#### MONDAY'S SESSION

At the first meeting, held Monday morning in the Washington Irving High School, Irene Warren presiding, the general topic for discussion was "The administration of the high school library." Two of the papers read at that meeting are reprinted in full in this issue: "The combined administration of high school libraries by the public library and public school boards," by Bessie Sargeant Smith of Cleveland, and a statement of the "General principles involved in school library control," by Dr. Bostwick.

In offering "A constructive policy," William B. Owen, principal of the Chicago Normal College, said that the time has passed when book people have to defend books against the arguments of the man in the laboratory. The only growth is that

made possible by the use of the recorded word, and an adequate book collection is not only legitimate for every school, but is a practical necessity. The library, like the laboratory, should be in the building, as involving the least expenditure of money, energy, and time to build up the theory or demonstrate the fact the teacher is presenting to the class. The librarian should be prepared to show teachers how experiments tried in one place can be of service in others, and Mr. Owen suggested that this Library Section should have a definite plan for organizing experiments and exchanging notes on their success or failure. The school library should give to every child the library habit; that is, to know that books are available on all subjects and how to get at their information quickly. No person should graduate from a high school who cannot go to the library and work up satisfactorily an assigned topic. The average high school teacher now lacks training or conviction to see the great usefulness of the library, and the teachers and librarians should work out together a common technique so that the teachers may come to depend on the library and exalt its position in the minds of the pupils.

There was much discussion over the joint administration of high school libraries and of the location of public library branches in high or grade school buildings. Mr. Legler said he came with all the zeal of a new convert to say that he was convinced, against his first theory, that it is not feasible for the fullest efficiency to merge the high school library with the public library, making it a regular library branch. The benefit to the public is not worth enough to offset the loss in having the librarian's attention diverted from the school and its peculiar needs. In Chicago as in Cleveland, however, the Public Library and Board of Education have cooperated in administering the high school libraries. The library furnishes staff and salaries, buys and prepares the books added to the initial collections, and supplies from 80 to 100 magazines; the school board provides the room and its equipment, with heat, light, and janitorial service. The embarrass-

ment of the library now is that the schools want to extend their library arrangements faster than the library can provide the extra salaries needed.

Mr. Wright of Kansas City and Mr. Ranck of Grand Rapids stoutly defended public library branches in school buildings, claiming that this plan made it possible to install larger book collections in the schools, and that the whole educational work of the schools is strengthened by bringing adults to the buildings. Miss Zachert said that in Rochester, N. Y., such an experiment had been tried in schools in four neighborhoods of different types, and in general it had proved unsatisfactory. While such a branch may be worth while as a "feeler," the adults do not generally come, tho the children will use it freely. Dr. Sherman Williams said that the discussion so far had all been about school libraries in large cities, and he asked consideration of the problem of the small schools. New York state has 750 high schools, and three-quarters of them are in places which either have no public library or have only a poor one. In many places the high school and grades are in one building, and the school seems the best location for a library. "The child who hasn't the reading habit before the age of ten, rarely gets it."

The point was also brought out that the pupils who come from high schools of less than six teachers, where the library is usually meager and little used, find it much harder to keep up with their work in college than do those who have had the advantage of constant recourse to a good library in their high school work.

#### THE MEETINGS ON TUESDAY

Tuesday morning the librarians gathered in the lecture room of the New York Public Library to listen to reports from the various groups of school libraries, as follows: "University and college libraries," Willard Austen, Cornell University Library, Ithaca, N. Y.; "Normal school libraries," Willis H. Kerr, librarian, State Normal School, Emporia, Kan., and O. S. Rice, supervisor of school libraries, Madison, Wis.; "High school libraries," Mary E. Hall,

librarian, Girls' High School, Brooklyn; "Elementary school libraries," Effie Power, supervisor of school libraries, Carnegie Library, Pittsburgh; and "The rural school library," Orpha Maud Peters, assistant librarian, Public Library, Gary, Ind., and Renée B. Stern, of the editorial staff of *Mother's Magazine*, Elgin, Ill. Many questionnaires had been sent out to secure the data for these reports, which varied much in form and clearness. Every college library was advised to get out for the use of students a handbook on its resources and use, and the courses of instruction in library use given in various colleges were described. The dire need of better library facilities in the smaller colleges was dwelt upon. The question was asked whether any courses in children's literature were given in colleges, to which Miss Bogle replied by describing the course in children's literature and story telling in the University of Pittsburgh, for which two points credit are given. Mr. Legler announced the appointment in Illinois of a committee of eleven to make a survey of library conditions, the work being divided among public, rural school, high school, normal school, college, and university libraries. Special attention will be given to formulating a constructive policy for high school libraries and a preliminary report may be ready this fall.

Mr. Kerr had voluminous notes on replies to a very comprehensive questionnaire sent out to normal schools, covering, among other points, the instruction in library methods in state normal schools, the courses in children's literature, and the technical subjects required for teacher-librarians. One difficulty in using the textbooks on the use of reference books lies in the fact that few normal schools are equipped with the tools these books describe. Mr. Kerr says there are to-day four types of so-called normal schools, widely varying in their standards: (1) the old type doing regular high school work; (2) those doing high school work plus two years of college; (3) the Teachers Colleges, with some high school work plus four years of college; and (4) the city training schools. Until these

normal schools rank more evenly, any attempt to standardize normal school libraries will be difficult.

Miss Mary E. Hall gave an enthusiastic report of the increased interest shown in high school libraries as evidenced by discussion of their problems by teachers' associations in all parts of the country during the past year. She also emphasized the importance of the step taken by California in requiring a certificate for every school librarian in that state, and the appointment of a committee to draw up a state course of instruction in library use. Miss Hall, as chairman of the School Library Section of the A. L. A., has been instrumental in bringing together a loan collection of blueprints of school library plans, with photographs of rooms and furniture, and this material is at the service of any school principal, superintendent or architect interested in knowing what school libraries should be in size, arrangement, and equipment. C. C. Certain, chairman of the library committee of the Department of Secondary Education, paid eloquent tribute to Miss Hall's co-operation at all times and to the school library exhibit she had prepared for this conference.

In discussing library work with elementary schools, Miss Power laid special stress on the need of high standards in the book collections for departmental work in these schools. In 1914 five lists were recommended, but there was no satisfactory short list for beginners so a tentative list of 800 books has been compiled, graded and annotated, to be later extended to include 1000 to 1200 titles. The prospective publication by the Bureau of Education of a bulletin on rural school libraries was announced by Miss Peters, who said that most rural school libraries to-day contain from 50 to 300 books, unorganized and in need of repair, and not intended for outside use. Miss Stern thought the growing tendency to make school people teach the use of source material would help develop the libraries in the country schools.

Mr. Rice, going back to the normal schools, said that they are already so hard pressed for time and means to give instruc-

tion in the subjects required, that they will hesitate to give library instruction until it also is a required subject. He then proceeded to describe the preparation and use in Wisconsin of the Manual which he edited and which outlines the library lessons incorporated in elementary school courses recently. Dr. Wolcott of the Bureau of Education announced a forthcoming bulletin of the bureau giving a select list of books for high school libraries, prepared under the direction of Miss Martha Wilson, of which the preliminary draft is already out. He also called attention to the lantern slides which the bureau lends to libraries and schools, the only charge being for transportation.

In the afternoon Miss Massee gave a brief talk on "Source material in the library" before a very small audience, and the rest of the afternoon was given over to a lecture recital on "The drama of life in the lyrics of the folk," by Caroline Crawford of Teachers College, Columbia University, and Elizabeth Rose Fogg of New York City.

#### WEDNESDAY'S JOINT MEETING

On Wednesday morning the Department of Secondary Education and the Library Department held a joint meeting in the auditorium of the Washington Irving High School, over which Miss Emma J. Breck of Oakland presided. One of the best addresses of the conference, as well as one of the shortest, was the one made at this meeting by Dr. William M. Davidson, superintendent of schools in Pittsburgh. He said he had eight theses to develop, and parenthetically he said he favored public library rather than board of education control of school libraries, as reaching a larger group in a different way. Of the eight points he wished to make, the first was that the most potent single agency fostering the spirit of continuation of educational work is the library, especially the school library, and still more especially the high school library. It is fundamentally important to get the right spirit here. (2) The ultimate test of the process of education is its ability to stimulate and sustain. (3) The

modern high school, combining the useful and practical with the cultural, is constantly reshaping its processes with a view to adapting training to use. (4) The textbook method is today certainly being supplanted by the many-book method of teaching, necessitating better school libraries. (5) While the schools stimulate the pupils' desire for wider study, preparation for it must be given and training in use of the facilities at hand provided. (6) There should be a librarian with an education equal to that of the regular classroom teacher plus library experience, a college graduate preferred. The librarian who will successfully link together teachers and pupils must possess the three i's—information, illumination, and inspiration. (7) The school librarian must know in general what the teacher knows in detail and have bibliographical knowledge besides. (8) The adolescent mind is so susceptible to impressions, memories, and ideals, that too much care cannot be given to guidance in reading, and an air of refinement, culture, and scholarship should prevail in the library.

Prof. Johnston's carefully worked up paper on "The need of an aggressive campaign for better high school libraries," which followed Dr. Davidson's, is reprinted in full elsewhere in this issue. These two were succeeded by a number of short papers and reports. Principal Walter D. Hood of the Gilbert High School in Winsted, Ct., told "The value of the library in vocational and trade high schools," and in particular described how the library in his own school, by means of required English and reading and reference work and instruction in the use of library methods and books as tools, reaches all pupils in all courses. "Its abolishment would take away one-half the efficiency of the school." Miss Mary Sullivan, head of the department of English in a Pittsburgh high school, presented a report on the administration and maintenance of the high school library. In the matter of a school librarian's qualifications, she said many school superintendents now endorse the requirement that she shall be a graduate of college and of library school with some experience as a teacher,

but they say little about commensurate salary, and it is a question if it is wise to advise girls to get this education and then take a clerk's salary. Miss Sullivan said she believed the library must be in the school building, and under school control. Considering the question of its administration she stated the claim of the public library that it sends needed books quicker than the school can buy them, that it is in closer touch with library ideals, and provides more efficiency in the mechanical processes. Under board of education control the claim is made that books can be handled cheaper, a wider range is secured, efficient reference libraries are more easily procured, teachers co-operate more willingly, and better discipline is maintained. The advocates of joint administration claim all the advantages of both sides, and the committee which Miss Sullivan represented discreetly refused to make any special recommendation in the matter.

The last part of the morning's program was devoted to a symposium on the uses of the library in the teaching of subjects in the high school curriculum. Altho not all the teachers scheduled on the program were present, enough were in attendance to show in five minute talks how the library is used by the different departments and its value in their work in teaching English, French, German, and commercial subjects. History, physical training, and sciences were also to have been touched upon if the speakers scheduled had been in attendance.

C. C. Certain, chairman of the library committee of this department, made his report on what the committee has done in the past year in conducting an investigation into the present high school library situation and the preparation of an exhibit showing the use of the library in teaching different subjects, as well as its work on the preparation of the program for the present meeting. The Bureau of Education is presently to issue a special bulletin on the special investigation of Southern library conditions made with its co-operation and that of the Southern Conference for Education and Industry. As Mr. Certain is going to take up new work in De-

troit this fall he asked to be relieved of the chairmanship of this committee, though standing ready to assist in its work in an advisory capacity, and Prof. C. H. Johnston of the University of Illinois was named as his successor.

Dr. Sherman Williams proposed that the department formally recommend for high school libraries larger and better reading rooms, better book selection, an adequate annual appropriation, a trained librarian, library hours equal at least to school hours, and either school board control or joint control. With the exception of the last, these recommendations were all endorsed. The question of control was felt to be one largely influenced by local conditions, and it was held inadvisable to seem to depreciate any method by special endorsement of others. With the adoption of these recommendations the meeting adjourned.

F. A. H.

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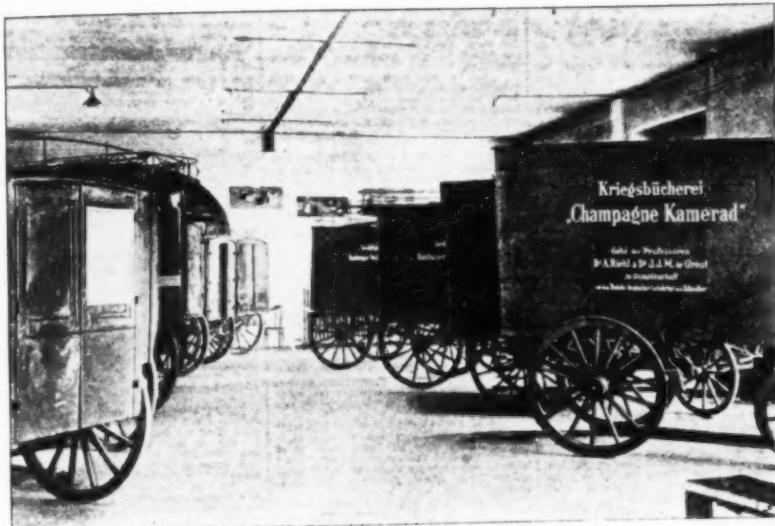
#### THE TRAVELING LIBRARY IN THE EUROPEAN WAR

THE chief of the documents division of the New York Public Library received recently a small pamphlet of some forty-six pages entitled "Die fahrende Kriegsbücherei." It is a catalog of the newly instituted traveling libraries at the German front. The book is of interest as an indication of the remarkable constructive genius of the German, and for the progressive library methods and technique described. Furthermore, it is also worthy of attention as connoting the mental attitude of the contemporary intelligent German. It sets forth clearly a part of the reading-matter with which the German soldier is being fed. As the German soldier of to-day is to be the peaceful German citizen of to-morrow, it is of no small importance to gauge the effect of what he is seeing and reading now, and how this is likely to affect his attitude toward men and things after the war.

The use of these traveling libraries at this time will appeal immediately to the statesmen and military men of to-day. No one will deny the possible educational value to which such a collection of books may be put. Here in our own country the most

important argument against entering the army is that it does not lead anywhere. With the advantage of a chosen group of books and the inspiration of a trained officer or instructor, the possibilities to which the traveling library may be put are enormous. Again, traveling libraries are advantageous and useful because of their aid in breaking the monotony of camp life. An army must be amused; its pleasure must be thought of, for so long as the army obeys fearlessly and intelligently, all is well. We are impressed with this note immediately as we open the catalog, and, glancing at the table of contents, see the first caption—Entertaining Works.

Under the title of entertaining works there are six subdivisions,—(1) books of wit and humor, (2) stories of travel and adventure, (3) historical novels, (4) folktales, (5) poetical masterpieces, and (6) character novels and fiction. The humorous works are all the product of German pens. Among the tales of travel and adventure are numerous stories of life on the seas, and tales of criminals and detectives, of exciting times in Australia and America. The choice of books here is good. There is abundance of mystery, horror and power. The tales are chosen from a wide circle and we find here the works of American, English and French authors mingled with the favorites of Berlin and Vienna. The novels cover an equally large field. There are stories of the conflict among the German states, of crusaders and Moors, of Flemish heroes and French despotism, of Rome and early Christianity, of the Reformation and the Renaissance period, of Napoleon and the French Revolution. With the names of famous German novelists appear those of the Englishmen, Dickens and Scott, and the Pole, Sienkiewicz. Among the folk-tales are stories of the Tyrol and the Black Forest, of Swabia, Pomerania, and Bavaria. The books selected deal entirely with Germany and its environs. Worthy of note in the next division are the names of Björnson, Selma Lagerlöf, Tolstoi and Turgenieff. Prominent among the writers of fiction appear Daudet, Dickens, Dostojewski, George Eliot, Gorki, Thackeray, Tolstoi and Turgenieff.

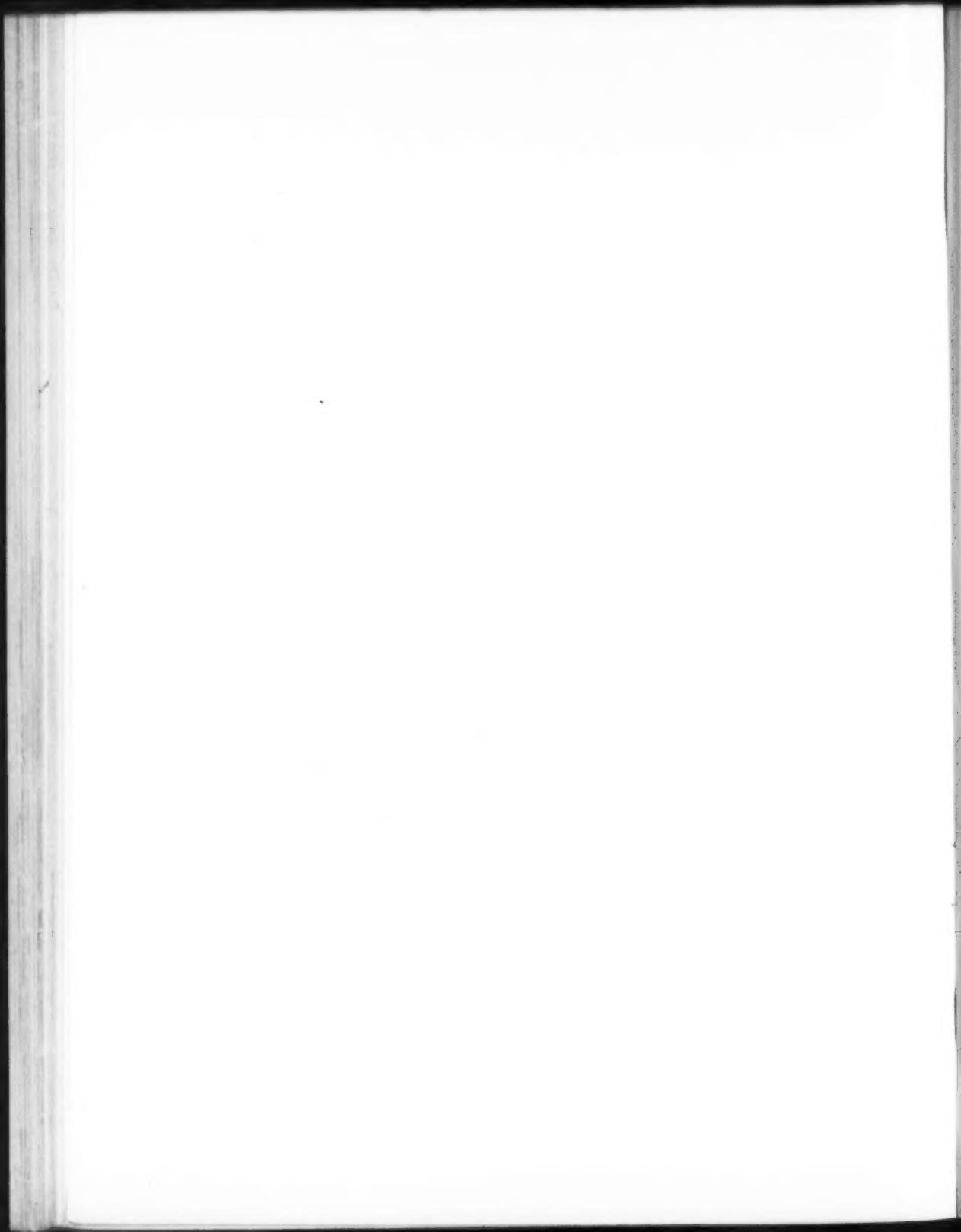


HOW THE GERMAN WAR-LIBRARIES ARE CARRIED TO THE SOLDIERS



*Courtesy of the Literary Digest*

WHERE THE TRAVELING LIBRARIES FOR THE FRONT ARE MADE UP



Examining this first part more closely we find such familiar names in German literature as Zschokke, Riehl, Rosegger, Frenssen, Gerstaecker, Hauff, Liliencron, Freytag, Auerbach, Heyse, C. F. Meyer, Storm and Suderman. Strangely enough the names of many whom we commonly regard as master artists of German literature do not occur in this division. The names of Goethe, Schiller, Heine and Lessing, to name but a few, are not to be found here. Equally surprising is the presence of the American authors, Harriet Beecher Stowe, James Fenimore Cooper, Edgar Allan Poe and Bret Harte. There are many books by German authors dealing with life in America, and many by authors from countries now in conflict with the German Empire. English literature is represented by the names of Dickens, Defoe, Conan Doyle, Scott, Stevenson, Thackeray and George Eliot. Pierre Loti and Daudet for France, and Tolstoi, Turgeniev, Dostojewski and Gorki for Russia complete the list. This tolerance of foreign authors in such a time of stress is significant and shows us at least that the intelligent German of to-day is not as hampered by prejudice as we might be led to assume.

Division B, dealing with German life as expressed in poetry and the drama, contains the famous names of German literature. Here are found Arndt, Brentano, Goethe, Grillparzer, Hauptmann, Hebbel, Heine, Lessing, Schiller, Uhland and Luther, probably the best and most lasting of Teutonic literature. Quite in keeping with present conditions there have been inserted in these traveling libraries collections of stirring poems, songs of the laborer, and ballads and lyrics of the soldier.

Group C, covering more than half the catalog and containing by far the largest number of books, deals with learned and philosophical works. Under the first subdivision, German Art and Men, works dealing with statesmen and generals are given the preference. There are works on Blucher, Bismarck, Clausewitz, Freiherr von Stein, Friedrich von Jahn, Gneisenau, Hindenburg, Mackensen, Moltke, Scharnhorst and Roon. Next in number are the works

dealing with the royal family. There are works on Frederick the Great, Frederick III, Emperor William I and the present Kaiser. Then follow biographies and reminiscences of three artists, Rembrandt, Durer, and Richter, three composers, Beethoven, Wagner and Mozart, several writers, Goethe, Hebbel, Gottfried, Keller, Heinrich von Kleist, and Detlev von Liliencron, a biography of Luther, one of Brahms and another of Kant. German politics as enunciated by Treitschke is here set side by side with classic philosophy and thought, while German poets mingle with heroes and soldiers of the past and present.

From this we come to German Politics and the War. Here it is interesting to note the variety of subjects treated. We Americans are wont to regard the present war as one of militarism against peaceful civilization, but the Teuton soldier feels the same justice in his cause as does the soldier of the Allies. Who each feels that his country is in the right, probably few in either army understand fully the true causes of the present war. The books listed in the traveling libraries on the field make no overt attempt to present the principles underlying the war, but are concerned mainly with the presentation of the different German campaigns, the struggle about Constantinople, the voyages of the *Emden* and the *Ayesha*, the condition of the enemy and his country.

Section 3 concerns itself with German history, the story of the land and its people. Section 4 deals with the history and development of various countries. Here are books on Russia, China, Africa and the Orient, Rome, Siberia, Albania and France, the South Sea and the North Pole, England, the Belgium of to-day and to-morrow, and the America of the present and the future. The section following contains philosophical works. It is difficult to conceive a soldier in the trenches reading Darwin's "Descent of man," or Descartes' "Method of pure reason," or the philosophy of Emerson, Kant, Schopenhauer, Spinoza, or a treatise on the psychology of Wundt, yet this is what is going on daily. Under such circumstances who can help but ask

himself,—what type of man will be evolved from this strange crucible of war?

The concluding sections are concerned with religious works and ethical discussions, and a long list of books bearing on the natural sciences, like astronomy, physics, chemistry, botany and anatomy, and treatises on technology.

J. H. FRIEDEL.

#### SOME OBSERVATIONS ON THE PRINTING BILL\*

I AM directed by the Joint Committee on Printing of the Congress to thank you for this opportunity of again discussing the Printing Bill before your round table. The Joint Committee greatly appreciates the continued and helpful interest that the American Library Association has manifested in its effort to bring about much-needed reforms in the printing and distribution of government publications. On behalf of the committee, I especially desire to express its appreciation of the generous co-operation of your genial chairman, Mr. Godard, in the consideration of those provisions of the Printing Bill that are of principal concern to libraries. The committee regards the distribution of government publications to libraries of the highest importance, and, I am sure, earnestly desires to have that distribution made in the best possible manner that the fullest information may be freely available to all the people concerning the affairs of their government. With this object in view, the Printing Bill has been presented to Congress.

When I had the pleasure of addressing your round table at Washington in 1914, the bill was pending before both Houses of the Sixty-third Congress. Subsequently, the bill was passed by the House at the third session of that Congress and was favorably reported to the Senate, but it was not reached for consideration in that body before the end of that Congress. The bill was re-introduced in both Houses at the beginning of the Sixty-fourth Congress and has again been favorably reported from the Printing Committees of the House and the

Senate. In the House, the bill has been considered on two calendar Wednesdays of the present session and about half completed without any material changes, other than the rejection of the proposed valuation plan for the distribution of documents by members of Congress, which the committee expects to have restored before the bill is passed by the House. Under a new rule of that body, the bill had to be laid aside as "unfinished business" until the Printing Committee is reached again on the Wednesday call of committees, which probably will not occur until next session. In the Senate, the bill is now well to the front of its calendar of business, but will hardly be taken up for consideration at this session unless Congress remains in Washington until late in the fall. The committee is very hopeful, nevertheless, that the bill will become a law before the close of the Sixty-fourth Congress.

Representative Barnhart of Indiana, who put the bill through the House in the Sixty-third Congress, is again in charge of the measure in that body, while Senator Fletcher of Florida, chairman of the Joint Committee on Printing, has charge of the bill in the Senate, assisted by Senator Smoot of Utah, who, as chairman of the Printing Investigation Commission, introduced the bill in the Sixty-first Congress and secured its passage by the Senate in the Sixty-second Congress.

#### SENATE AND HOUSE BILLS IDENTICAL

The Senate and House Bills (S. 1107 and H. R. 8664) are identical except for a few minor amendments. The two committee reports (S. Report 183 and H. Report 32) are also similar, thus clearly showing that the Senate and House Printing Committees are united in their support of the measure, as they were in previous Congresses. It was the purpose in submitting the bill to the Senate and the House at the same time not only to give added strength to the measure by favorably reporting it in both Houses, but also to have the bill in position to be urged for consideration in whichever body the opportunity might first present itself. Thus, if the bill passes the House first, the Senate committee will

\*Read at the public documents round table at the A. L. A. Conference, Asbury Park, June 30, 1916.

substitute the House bill for its own measure in the Senate with such amendments as it may then desire to offer. The House committee will do likewise, if the Senate should enact its bill first.

As submitted to the present Congress, the bill has been thoroly revised and rearranged in the constant effort of the committee to perfect the measure, but the principal provisions are substantially the same as in the bill of the Sixty-third Congress, which I discussed at some length at your Washington meeting. I trust you will pardon me therefore, if I may indulge in some repetition of the views then expressed.

Though the bill is a complete revision and codification of all the laws relating to the public printing and binding and the operations of the Government Printing Office, I assume that you are interested chiefly in the provisions relating to the distribution of government publications to libraries and accordingly shall confine myself to that phase of the bill.

#### DEPOSITORY LIBRARIES

First, let me present those provisions that relate especially to the libraries which are designated by law as depositories of government publications, for it is in those libraries that Congress is particularly concerned. The bill continues the present plan of designating certain libraries throughout the country as depositories of the government's publications which are supplied by the Superintendent of Public Documents. These designations are made in section seventy-nine of the new bill, which provides, in addition to the government, state, land-grant college, and certain other libraries, that one library for each congressional district and two libraries at large for each state shall be selected by the Superintendent of Public Documents as depositories of government publications. The existing depository libraries are continued as permanent designations. This latter provision was taken from the printing bill and enacted into law by Congress in 1913, thus ending the privilege which members of Congress had had since 1858 of changing at will the designation of depository libraries in their respective districts. This

bit of so-called "political patronage" was given up without the slightest objection on the part of any member of Congress. It is also a credible fact that during the debates on the printing bill in either House not a single criticism has been made of any of the generous provisions relating to the library distribution of government publications. Nor has any opposition been manifest to the additional proposition that all future designations of depository libraries, whenever vacancies exist, shall be made by the Superintendent of Public Documents instead of by members of Congress, thus completely removing the libraries from the field of politics, if such a consideration has ever entered into their designation.

There are now 482 libraries on the mailing list of the Superintendent of Documents as designated depositories of government publications, while the total number of possible designations is 667. Thus 185 more libraries may become official depositories, if so designated under the present law by members of Congress whose districts now have no such depositories.

#### PUBLICATIONS FOR LIBRARIES

Next in importance to their designation are the number and character of publications that may be sent to depository libraries. It is the intention of the Printing Bill to make available for depository library distribution practically every publication issued by the government, whether congressional or departmental. The bill provides in section 80 that the Public Printer or any other government officer issuing publications shall furnish sufficient copies of each, whenever and wherever printed, for distribution to depository libraries. This provision, however, especially excepts from library distribution "matter ordered withheld as confidential, publications for the use of the courts or officers thereof, blank forms, and circulars not of a public character," which, of course, are not suitable for general library purposes. The section by its broad terms is intended to cover such printed matter as committee hearings and other committee publications which frequently are of great importance

but are not now furnished depository libraries. It also includes the House and Senate Journals which now go to only three libraries in each state under special designations by the Superintendent of Documents that are abolished by the bill. The bill likewise makes the much sought Executive Journals of the Senate available to the depositories whenever printed and released to the public by order of the Senate. Another provision of the bill makes the daily as well as the bound edition of the *Congressional Record* available for all depository libraries which will thus complete the sets of Congressional proceedings that are provided for library readers.

Additional assurance that the depositories will have access to all government publications is contained in the section which requires every establishment of the government to have practically all of its printing done at the Government Printing Office. This will end the present practice of some of the departments of having publications printed by private contractors which thus makes it impossible for the Superintendent of Documents to obtain copies for library distribution. The Postal Guide will be one of the more useful publications affected by this provision, which also prevents the War Department from having another valuable document like its "American campaigns" printed in a private office where it is inaccessible for depository distribution. There is absolutely no occasion or excuse for any government publication to be printed elsewhere than at the Government Printing Office, which is the largest and best equipped printing plant in the world. The committee is determined that henceforth Uncle Sam shall print all of his own publications.

#### EXCEPTIONS IN DISTRIBUTION

There are, however, certain publications that the bill expressly excepts from distribution to depository libraries. These include the bills of Congress, Supreme Court decisions and reports, Patent specifications, publications of the Hydrographic Office, Coast and Geodetic charts and pilots, and Geological maps and atlases.

In section 60 of the bill, it is provided

that the reports and digests of decisions of the United States courts shall not be distributed to depository libraries. As before stated, section 80 also excepts from depository distribution such publications as are printed for the use of courts and their officers. This relates to briefs, pleadings, motions, and similar legal papers which, like the reports, are of no practical value in a general public library. These publications, if distributed by the government, should be sent out only to law libraries. Depository libraries and libraries of the courts of last resort in each state will, however, continue to receive the slip and session laws, Statutes-at-Large, and the Revised Statutes and supplements.

Though patent specifications are excluded from distribution to depository libraries, any public library may obtain a copy of each patent specification with the accompanying drawings upon the payment of \$50 a year to the Commissioner of Patents. Such sets must be kept accessible for free public inspection. The bill as considered by the Sixty-third Congress restricted this privilege to only one library in each state, but under the pending measure any number of public libraries may receive the sets of patent specifications on payment of the required fee. This distribution takes the place of the library edition of patent specifications and drawings which was abolished on recommendation of the Joint Committee in 1912. The patent specifications now made available to libraries are sent out in separate sheets which each library will have to bind at its own expense, amounting to five or six hundred dollars a year. It would cost a library or an individual fully \$1500 a year to buy these specifications separately at the fixed price of 5 cents each. The nominal charge of \$50 a year to libraries is simply to prevent irresponsible requests for this costly set of publications which are of value to comparatively few libraries in large manufacturing centers.

In this connection, I call your attention to the fact that the bill abolishes the present *Patent Gazette* distribution to eight libraries specially designated by each Senator

and member under existing law. The total possible designation at present is 4488 libraries, of which only 1813, or about one-third of the total number, have been made by members of Congress, indicating the small interest taken by libraries in the weekly *Patent Gazette*. The *Gazette* will, however, be available for depository distribution.

#### GEOLOGICAL PUBLICATIONS

Geological maps and atlases for gratuitous distribution to foreign governments, literary and scientific associations, educational institutions and libraries, to be designated by the Director of the Geological Survey, are limited to 500 copies which, I take it, prevents their distribution to depository libraries, as such. These maps and atlases, if desired by depository or other libraries, are to be obtained by direct application to the Geological Survey. Two copies of each map and atlas are also placed at the disposal of each member of Congress who, undoubtedly, will gladly donate his supply to interested libraries. The bill abolishes the special depositories of geological publications, including monographs, bulletins and reports, for which each senator and member has been entitled to designate four public libraries. Out of a total possible designation of 2144 libraries only 716 are now carried on the mailing list of the Superintendent of Documents. All the geological publications that have been sent to these special depositories will be included in the distribution to the libraries designated by the bill.

The publications of the Coast and Geodetic Survey, including charts, coast pilots, and tide tables, are specifically withdrawn from free distribution except as to a limited number of copies provided for the Secretary of Commerce and members of Congress. This provision seems to prevent general library distribution by the Superintendent of Public Documents. The Secretary of Commerce has 300 copies of the charts for presentation to such foreign governments, libraries, scientific associations and institutions of learning as he may direct. Ten copies of the Coast and Geodetic charts for each session

of Congress and four copies of each Coast Pilot and Tide Table are also made available for distribution by members of Congress, which gives the libraries an opportunity to obtain such of these publications as they may desire.

Publications of the Hydrographic Office of the Navy Department are withdrawn entirely from free distribution "except for official use" and no copies are provided for library distribution either by the Navy Department itself or by members of Congress. These publications relate entirely to navigation and are extremely technical, including maps, charts, navigators' sailing directions, and instructions to seamen.

#### BILLS PRINTED FOR CONGRESS

As for the bills, I don't know what the average depository library would do with such a flood of printed matter if it were to be let loose upon them. In the Sixty-third Congress the bills numbered almost 30,000, many of which were reprinted half a dozen times in the course of their consideration by the two Houses. The bound set of bills for the Sixty-third Congress fills fully 20 feet of shelf space. The government itself preserves only six sets of bills in bound form, two each in the documents rooms of the Senate and the House and two in the Library of Congress. I understand that only two other libraries obtain full sets of bills. Your round table, I believe, has suggested that the text of a bill be printed in the accompanying report. It is evident that many of the reports now distributed to the depository libraries are of little value without the bills covered by such reports, but the reprinting of bills in the form of reports would entail a very large expense and be of little or no service to Congress itself, for Congress, as you know, considers bills in their regular form with lines numbered and every amendment to the original text carefully indicated according to line and page. Some committees, however, are beginning to include the text of important bills in their reports to make the presentation complete and more intelligible to the public. Perhaps the problem will work out its own solution in this way, but the Joint Committee on

Printing has not been convinced as yet that the adoption of a hard and fast rule for the printing of bills with reports would be advisable.

As a measure of relief from the overwhelming stream of bills pouring in on Congress each session, it has been proposed in the Printing Bill to discontinue the printing of private pension and war claims bills when introduced. Instead, it is planned to provide uniform blanks for the filing of pension and war claims which can then be referred to appropriate committees without printing, the same as petitions. This would do away with the useless printing of thousands of bills that never receive any further consideration from Congress. In the Sixty-first Congress 27,996 private pension bills were introduced, one member alone having presented more than 600 such bills. The committee estimates that \$80,000 a year can be saved by eliminating private pension and war claims bills from those printed for Congress. This will greatly reduce the bulk of bills and may eventually make it possible to supply sets of bills to public libraries, perhaps at a nominal charge.

#### SELECTION PLAN PROPOSED

After making available for distribution to depository libraries all the publications of the Government, with a few exceptions I have just discussed, the bill proposes that depository libraries may select such of the publications as they desire to receive. As a matter of fact, practically all depositories have already been compelled by the tremendous increase of government publications in recent years to select and retain from the numerous documents unloaded on them only such as they could afford to give shelf space. The result has been that for many years more than 100,000 documents have been returned to the Superintendent of Documents annually by depository libraries. This self-adopted selection plan has been a most wasteful one but it appears to have been the only relief possible under the present method of depository distribution. When depository libraries were first established by the govern-

ment it undoubtedly was the intention that they should receive and preserve complete sets of all public documents. It was easy to comply with this requirement when less than 100 documents a year were issued by the government but now that the number of publications sent to depository libraries exceeds 2000 annually only a few libraries can give shelf space to such an enormous accession.

The selection plan, as set forth in section 79, paragraph 2, of the bill, proposes that the Superintendent of Public Documents shall give advance notice, as far as possible, concerning the issuance of government publications available for library distribution. Annual, serial, and periodical publications may be selected at the beginning of a year and reasonable changes during the year are to be permitted in the discretion of the superintendent. Any depository desiring a copy of every government publication available for library distribution will be so supplied if it convinces the Superintendent of Public Documents that it is prepared to make all such publications accessible to the public. I believe that this latter provision will, or at least ought to, compel nearly every depository library to adopt the selection plan.

As a matter of fact, the Superintendent of Documents is even now planning to put the selection plan into operation without waiting for the passage of the printing bill. He takes the view that, as the plan has already been approved by both the House and the Senate, he is justified in making a liberal interpretation of the present law so as to permit its voluntary adoption. Of course, without additional legislation such as is proposed by the bill, no depository can be compelled to make selection of the publications to be furnished it, or denied the complete depository set if it so demands. When the Superintendent of Documents first undertook to adopt this selection plan in 1914 he ascertained that 276 of the depository libraries were willing to enter into such an arrangement, which would insure the success of the plan and effect a material economy in the library distribution. I quote the following from

the Annual Report of the Superintendent of Documents for 1915:

#### SELECTIONS AT EARLY DATE

"We receive many requests from the libraries asking relief from the present burden of caring for so many publications by granting them the privilege of selection instead of being compelled, as now, to receive all that are printed. This selection plan has the sanction of the Joint Committee on Printing, and as the debate on this feature of the printing bill in both Houses of Congress has not developed any opposition, it is my purpose to consider putting the selection plan into operation at as early a date as possible."

The question arises in my mind as to how much latitude should be allowed depository libraries in their selection of government publications. The designation of certain libraries as depositories imposes a duty on them that does not obtain as to other libraries. The name "depository library" itself seems to imply an obligation to receive and preserve the publications intrusted to such library by the government. It is a notice to the public that the printed records of the government are there on deposit and available to all without price or preference. The purpose of designating a depository library in each congressional district was to provide convenient and equitably distributed places where the people may have access to the publications of their government. Improper and inadequate selections by a depository library would defeat the very object of its designation.

The bill specifically requires a depository library to preserve carefully all the publications it shall receive from the government and provides that if such a depository shall cease to be a free public library or for any other sufficient cause becomes unfit to be a designated depository of government publications, the Superintendent of Public Documents shall direct the return of such publications. This provision may be construed as giving the superintendent authority to require depositories to make proper and adequate selections by virtue

of his power to declare a library, for "sufficient cause," unfit to continue as a government depository. In any event, there seems to be no doubt that such authority may be exercised by the superintendent as to future designations through the provision that these designations shall be made by him under such rules and regulations as are approved by the Joint Committee on Printing.

#### MAY CLASSIFY DEPOSITORY LIBRARIES

By the adoption of proper regulations, it might be possible to so classify the depository libraries as to insure that adequate and suitable sets of government publications may be obtainable in all of such libraries. The failure of the present law relating to depository libraries is due chiefly to the fact that it treats big and little libraries all alike. There ought to be an intelligent regulation of this distribution to meet the needs and capacity of the respective libraries.

The Superintendent of Documents reports that last year he sent 2130 different publications to each of the 482 depository libraries. Congressional documents and reports for the Sixty-third Congress alone numbered 5309, which were bound in 352 volumes. The number of Congressional documents and reports from the Fifteenth to the Sixty-third Congress, inclusive, totaled 182,537 which were bound, according to serial numbers, into 6894 volumes. A number of depository libraries have received the greater portion of these volumes in addition to hundreds of other government publications that did not form a part of the congressional sets. Is it any wonder that they have reached the breaking point in their capacity to further provide accessible space for the documents that are being unloaded upon them at an ever-increasing rate? What will the depositories do when the entire field of government publications is made accessible to them as proposed by the bill? It is evident that only the largest could survive such a flood without the relief to be found in the selection plan. I am sure, nevertheless, the committee does not

want that privilege turned into a license to ignore the special responsibilities that rest upon a depository of government publications.

In an effort to end duplication and delay in the distribution to depository libraries, Congress, in 1907, adopted a resolution prepared by the Joint Committee and representatives of the American Library Association, providing that all annual and serial publications originating in the executive departments should not be numbered in the document series of Congress even though ordered printed by either House. That plan, however, proved unworkable at the outset.

#### NEED OF NUMBERED DOCUMENTS

In the first place, the Senate and the House document rooms found that they could not handle with the requisite promptness the vast quantities of unnumbered documents which came to them under this new arrangement. The resolution took the Congressional number off fully two-thirds of the publications that were printed for distribution through the document rooms of Congress and utterly disorganized the work of those document rooms which are of special importance to Congress in that they supply the reports and documents that are of immediate use to members for legislative purposes.

To temporarily store away hundreds or thousands of copies of a single document is a far different proposition from that of finding permanent shelf space for only one or two copies. No fixed space can be provided in the document rooms for all of the publications that they have to distribute, as the copies remaining at the close of each session have to be moved back into more remote store-rooms to give space in front for the incoming documents of the next session, which must be easily accessible. Years of experience in this work have convinced the document room superintendents that all the publications for their distribution should have an identifying number printed thereon, not only as a stock label for their vast stores of documents, but also for the convenience of congressmen in

sending for such publications. This document number furnishes a simple and certain guide to the documents printed for the use of Congress and is of special value in view of the numerous duplications and the frequent confusing similarity of titles.

The numbers which are assigned congressional documents by the Public Printer in the order received, are generally inserted in the *Congressional Record* when the document is ordered printed and consequently can be at once adopted by the Public Printer, the Superintendent of Documents, the document rooms, all the government officials, libraries, and the public in general as the identifying number under which to record, print, catalog, store, order, or distribute such publication. No other method seems to be capable of so many uses or so simple of operation.

#### SENATE AND HOUSE LIBRARIES

In the second place, the removal of the annual and serial publications from the numbered series, while still continuing to print them as congressional documents, caused a serious break in the sets of documents that the Senate and House libraries have retained in complete numerical order for nearly 100 years. These libraries are of the first consideration to Congress for they contain the only permanent files of documents and reports printed by both Houses that are kept in the Capitol. They must have copies of all congressional documents and reports ready for immediate response to any call that may come from the floor of their respective Houses. In addition, these libraries are constantly used by members engaged in research work and the document numbers furnish the only index that is available to them in consulting the thousands of publications that have been issued by the government. Of course, the libraries at the Capitol could adopt the card system of indexing their accession the same as other libraries, but it appears to me this would be a needless task in view of the fact that the document numbers, which are necessary for other purposes, already furnish such an index.

At any rate, Congress soon became con-

vinced that the numbering of all documents and reports submitted to it was essential to the proper transaction of its business and that a serious mistake had been made in further dividing the reports and documents printed for its information into a numbered and unnumbered series. It was, therefore, determined by the Joint Resolution of January 15, 1908, to restore to the numbered series all annual and serial publications submitted to Congress by the Departments, but, as a concession to the librarians who had so strongly urged the removal of these publications from the congressional series, it was provided that copies of such annuals and serials for depository distribution should be printed and bound under plain titles the same as the departmental editions. This arrangement made the annuals and serials available for the depositories much earlier than had been possible when they were bound in the numbered congressional sets and had to be withheld by the Superintendent of Documents until the volume and serial numbers could be assigned such sets.

Even this change has, to my mind, been a most unfortunate one in that it has practically abolished the congressional set of documents for library distribution and has continued the wasteful and confusing practice of issuing the same publication under two or more titles. Fully two-thirds of the documents that properly belong in the congressional sets owing to their having been assigned congressional document numbers are now supplied the depository libraries under plain titles with no indication whatever that they are also congressional documents. The result may be seen in your House documents for the Sixty-third Congress, third session. These documents were bound in 109 volumes, yet, out of the entire series, only 15 were supplied to the depositories with binder's titles and volume numbers indicating that they were properly House documents. It seems absurd to give volume numbers to only 15 out of 109 volumes, jumping, as they do, from 4 to 20 and then again from 21 to 101. Of the 352 volumes of congressional documents and reports for the Sixty-third Congress,

235 were sent to the depositories with plain titles. The remaining 117 volumes were given volume numbers without any regard for their sequence and they can only be shelved in complete sets by filling in the gaps with the plain-titled documents bound in as many colors as Joseph's coat. If it is the desire to abolish the depository sets of congressional documents, that task ought to be completed by wiping out the few remaining traces of the once imposing, and, in many libraries, highly cherished array of uniformly-bound reports and documents of Congress. As a matter of fact, the Superintendent of Documents has submitted such a proposition to the Joint Committee on Printing, but no action has been taken on it as the committee is not inclined to make any further changes in the depository sets until the pending bill has been disposed of.

#### CONGRESSIONAL SERIES RESTRICTED

The committee believes that it is first necessary to determine once and for all what documents shall be included in the congressional set and what documents shall be treated as departmental publications, and then to require that such designations shall be fixed for all purposes. In other words, it is proposed to end the present publication of the same document in both congressional and departmental editions. The bill provides in Section 36 that "no publication provided for by law or issued by any executive department, independent office, or establishment of the Government shall be printed as a numbered document or report of Congress, but shall be designated by its original title if reprinted by order of either House, except that reports required by law or resolution to be submitted to Congress, or either thereof, shall be designated for all purposes as numbered documents thereof, and all reprints of congressional publications shall bear the original title and number thereof."

In effect, this provision restricts congressional documents to those publications the original print of which is ordered by resolution of either House and to such reports as the departments and various officers of the Government are required to submit to

Congress. This provision eliminates from the congressional series such publications as the bulletins, monographs, professional, and water-supply papers of the Geological Survey, bulletins relating to ethnology, fisheries, the hygienic laboratory, and the yellow fever institute, and publications of the Naval Observatory, Pan-American Union, and National Academy of Sciences, none of which is of any practical service to Congress for legislative purposes, and, consequently, is not needed in the document rooms at the Capitol.

The failure of the resolution of 1907 was partly due to the fact that, after taking publications I have just mentioned out of the numbered congressional series, it continued their distribution through the document rooms. Under the plan now proposed only numbered documents and reports will be supplied the document rooms of Congress, and hence strictly departmental publications, such as I have enumerated, will not be included in the congressional series in any form. The committee has, in fact, already undertaken to limit the document room distribution to its original purpose of supplying only such documents, reports, and bills as are of immediate value to Congress in the preparation of legislation. By way of experiment the committee directed that none of the serial publications just referred to should be furnished the document rooms of either House. This test has confirmed the committee's opinion that departmental publications having no legislative value should be kept out of the congressional series. It is impossible, however, to remove them from the numbered series until the Printing Bill is enacted into law.

#### REPORTS SUBMITTED TO CONGRESS

On the other hand, the committee is just as firm in the opinion that all reports which are required to be submitted to Congress for its information and guidance should be printed as congressional documents. Though originating in the departments these reports are intended principally for the use of Congress, and, in fact, their preparation is directed by Congress. The records and files of Congress must contain

the reports submitted to it in proper and convenient form and that appears to be possible only by their publication as numbered documents of the House to which they may be submitted. If these reports were comparatively few in number it might be possible to adopt some other method of designating them as reports that have been submitted to Congress for its consideration. The fact is, more than 400 reports are required by law to be regularly submitted to Congress, and, in addition, scores of special reports are called for by resolutions each session. It has been the rule and practice of the government since its first organization to record reports submitted to Congress as a part of the papers of Congress, and, for nearly 100 years now, these reports have been printed as numbered documents of either the House or the Senate. I am under the impression that this practice is likewise observed by many state and foreign governments in the compilation and binding of their legislative and administrative reports in serial form.

This proposition of the committee, that all reports submitted to Congress shall be designated as numbered documents of Congress in printing the same for the use of both the legislative and executive branches of the government, does not necessarily require that such reports shall be bound in sets for depository libraries. The bill now pending before Congress does not contain the requirement of previous printing bills that reports submitted to Congress shall be bound the same as other congressional documents. That language has been stricken out of the bill and the House has already approved this change.

The bill, furthermore, does not contain any reference, as such, to "sets" of congressional numbered documents and reports or other publications, or make any requirement that they shall be bound in sets for depository library distribution. The matter of such binding is to be done under the direction of the Joint Committee on Printing. In this connection the committee undoubtedly will give consideration to the Superintendent of Document's proposition to eliminate the volume number from

the binder's title for all the congressional series and to make the actual title of each separate publication the principal title, with a secondary title indicating the document number, congress, and session.

#### "ONE EDITION" FOR DOCUMENTS

Such a plan would, I believe, finally bring about the much desired "one edition" for government publications, the printing bill preventing the duplication of congressional and departmental editions and the proposed binding regulation cutting out the duplications that now obtain in printing and cataloging a congressional document under its own number and also under the volume number of the library sets. The plan would seem to meet the wishes of those who desire binder's titles suitable for classifying their government publications according to subjects, and would also permit other libraries to continue shelving their government publications in sets according to numerical sequence. In case of the latter, the serial number could be adopted instead of the volume number. As a matter of fact, the volume number is of no particular value when the serial number is used, except that it is printed in the document index by the Superintendent of Documents who could as readily substitute the serial number for the volume number if the committee can persuade the Senate and House libraries to have their sets marked with the serial instead of the volume number. These two libraries are now the only ones receiving uniformly bound sets of congressional documents, including the annuals and serials, that do not have the serial number as part of the back title. The Library of Congress and the Library of the Superintendent of Documents, which also are supplied with complete sets of congressional documents, use the serial numbers, and, I have been informed, the serial number is also used as the call-number for public documents in numerous libraries.

Of course, if the documents are to be sent to depositories as soon as published, the serial number will have to be furnished later and affixed by the library itself just as at present, for these numbers cannot be

assigned until the four series of Senate and House documents and reports are practically completed. Whatever slight disadvantage there may be in this arrangement is more than offset, I believe, by the fact that the libraries could receive all of their congressional volumes practically as soon as printed. Under the present plan, aside from the plain-titled volumes, the depositories do not get the more important Senate and House documents until they can be assigned volume numbers, which delays their distribution sometimes for several months after the close of a session.

In view of the proposed prompt distribution of all congressional documents, the bill abolishes the preliminary distribution to libraries of unbound documents containing less than 100 pages.

#### NON-DEPOSITORY LIBRARIES

So much as to the depository libraries. You perhaps are asking, Of what interest is the bill to the vastly greater number of libraries that have not the special privileges of a government depository? Suggestion has been offered that the committee ought to make provision whereby any public library could obtain publications free of charge from a central distributing point such as the Superintendent of Documents. The Bureau of Education has a list of more than 18,000 libraries in the United States. If these libraries were to be accorded free access to all the government publications they might want, we would at once have 18,000 depository libraries in the United States. With government publications as the prize in a free-for-all grab-bag, there soon wouldn't be a library in the entire country with less than 5000 or 6000 public documents, regardless of its need of such publications, for you all know Uncle Sam's books make a fine beginning for any embryotic but ambitious library that is temporarily short on fiction.

Seriously, though, the bill does offer an excellent opportunity for the non-depository libraries to obtain desirable government publications. I refer to the valuation plan for the distribution of documents by members of Congress. At present senators

and members are annually allotted small quotas of certain publications, principally annual reports and other documents of a more or less perfunctory character. The few really important documents that they receive are usually ordered printed by special resolutions and the limited quotas of these are generally exhausted before the average librarian gets around to ask her congressman for a copy. The committee has ascertained that the reprint value of the documents so allotted to members of Congress has averaged for many years approximately \$1800 a year for members of the House and \$2200 a year for senators. It is proposed, therefore, to allow each senator and member such a book credit annually with the Superintendent of Public Documents, who shall supply them with publications available to the amount specified. Some publications are listed in the bill as subject to valuation distribution. These include, in addition to the documents heretofore allotted to congressmen, all the publications of the following departments and bureaus in which the public is specially interested: the Departments of Agriculture, Commerce, and Labor, the Public Health Service, the Bureau of Education, the Geological Survey, and the Bureau of Mines. Comparatively few of the publications of these departments and bureaus are now available for distribution by congressmen, and then only in very limited quantities. The valuation credit of each member is also to be available for such other publications as Congress may order printed from time to time, like the report of the recent Industrial Relations Commission.

#### DOCUMENTS FROM CONGRESSMEN

Under this plan, an alert librarian can obtain practically as complete a set of the more important government publications as is sent to the depository libraries. Senators and representatives have a personal interest in the libraries of their own states and districts, and, I believe, the non-depository libraries, especially the smaller ones, will fare better at the hands of members of Congress, who are thus closer in touch with them, than they would if the Superin-

tendent of Public Documents were vested with optional authority to supply such libraries. If you approve this valuation plan, you ought to so advise your senators and members, especially the latter as they seem to hesitate over its adoption.

In addition to this, however, the bill does provide that the Superintendent of Public Documents may supply such libraries as are suitable custodians of government publications with copies whenever there is a surplus in his office after filling the requests of the regular depositories. This is a rather indefinite provision, but it is susceptible of expansion into one of great service to the non-depository libraries.

There are also several provisions in the bill specifically authorizing distribution by the departments of certain valuable publications, such as patent specifications, daily commerce reports, coast and geodetic charts, and geological maps and atlases, to libraries. I am rather inclined to believe that the bill will be amended to provide the daily *Congressional Record* for every free public library in the United States.

It seems to me, therefore, that the interests of the libraries, both depository and non-depository, have been well cared for in the bill and that the measure will be of much benefit to them when it is enacted into law. I am sure every member of the Joint Committee on Printing has had the welfare of the libraries foremost in his thoughts in the preparation of the bill. That it may be still further improved is undoubtedly true, for we have not yet reached the millennium in legislation. The committee believes, however, that there is enough of merit in the bill to justify fully its prompt enactment by Congress.

GEORGE H. CARTER,  
Clerk, Joint Committee on Printing,  
Congress of the United States.

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Let every librarian keep a little corner of his library for the books of "good tendencies," as Dibdin called them, as an ark of the covenant with the high traditions of his calling.—HENRY W. KENT.

## PUBLIC DOCUMENTS A QUARTER-CENTURY AGO

In connection with the publication in this issue of Mr. Carter's remarks at Asbury Park on the Printing Bill now before Congress, it may be worth while to reprint from the report of the eighth A. L. A. conference, held in San Francisco in 1891 [LIBRARY JOURNAL, vol. 36: C118-119], the recommendations presented in a special report by R. R. Bowker, then chairman of the committee on government publications. It is interesting to note how many of these recommendations have since been put into operation.

### SPECIAL REPORT ON PUBLIC DOCUMENTS San Francisco Conference, 1891

Your special Committee on Government Publications submit that a satisfactory system of government issues should embrace the following conditions:

1. Public documents should be printed on durable paper, in permanent standard size, except where there is specific reason for variation, and in sufficient minimum number, under general provision of law, to supply the Executive and Congressional libraries, each Senator and Representative, each issuing department, bureau or committee, with the necessary copies for record and office use; each public depository, and a moderate surplus for general use or public sale.

2.\* Additional copies to be printed only from department appropriations or by specific legislative provision.

3. Public documents should not be understood to include office blanks, confidential instructions, or other routine papers not of public concern.

4. Each document, in addition to separate publication, should have its proper place in one series, and the binding up of one document in several shapes or series should as far as possible be avoided.

5.\*\* Except where numerical or chronological arrangement is desirable, as in the case of bills and journals, the classification and binding should be such that the issues of the same department or bureau should be together, and cognate subjects should be bound in the same or in adjacent volumes.

6.\*\* Each volume in a series should have lettering showing its individual character.

7.\*\* These conditions might best be met by

\*The last Printing Investigation Commission put onto departments the payment of costs of their reports and publications, and Congress now pays only for the copies it actually uses.

\*\*Now in operation.

substituting for the present Senate and House executive and miscellaneous series one comprehensive series to be known as United States general or miscellaneous documents, to embrace department reports and all other documents not properly belonging in the several series specifically connected with the two Houses of Congress or not special sets of publications.

8.\*\* Each volume or set should have at its end an index to that volume or set only.

9.\*\* There should be a separate annual index to all government publications of the year, whether by government subscription to individual enterprises or by public provisions: and there should be ultimately a systematic and comprehensive subject-index to all governmental publications, but not until a plan has been matured after full consultation with the best bibliographical authorities inside and outside the government service.

10.\*\* Every government publication should be sent, as soon as issued or bound, to public depositories of the first class, which should include every state library and the leading library for public use in great centres of population.

11.\*\* A select list, to embrace the Statutes, President's Message, Census volumes, Copyright lists, and other issues of universal interest, and such other issues as may be of special local interest, should be sent promptly to public depositories of the second class, which should include such other libraries as can make good use of such documents—such libraries to be registered on application of the librarian or proper officer, stating the locality and character of the library, its present or prospective shelf-room, its facilities for reference use, the character and distribution of its readers, and the lines of documents serviceable to its constituency, such application to be endorsed by the proper Senator or Representative.

12.\*\* All documents deposited to be subject to transfer or recall, in case the library becomes dead or fails to provide adequate accommodation and facilities for their use.

13.\*\* The distribution should be thru a central mailing office and bureau of distribution, except where, as in the case of serial issues which should be sent in first mail, time can be saved by mailing direct from the office of publication, such bureau to be a division of the Government Printing Office, or Library of Congress, or Department of the Interior.

14.\*\*\* This bureau should receive all orders from Congressmen, the departments, etc., and should keep check-lists to prevent unintended duplication. This bureau should also be the general depository of all unissued documents.

\*\*\*Bill pending.

## LIBRARY WORK WITH NEW YORK CITY SCHOOLS

ACCORDING to the report of the committee on school libraries of the New York Library Club, the most important event this past year in the development of school libraries in New York city has been the introduction of an elective course of twenty lessons in library methods for teachers in the Brooklyn Training School for Teachers. Thirty-five students elected the course during the year, and it proved so valuable to them in their work that next year will see a much larger class. The aim of the course is to prepare teachers for the efficient use of libraries and library tools in their school work. An interesting feature of the course is the training given in the use of the branch libraries of the Public Library. Problems are given by the school librarian and are worked out by the pupils in the branch library nearest her home or the school where she is doing practice work.

For some years certain elementary schools in New York and Brooklyn have sent classes out to the public library nearest them for a library hour, when definite instruction was given by someone in the public library, or reference work was done, during school hours, in the public library under the supervision of teacher and librarian.

This year, owing to the fact that hundreds of students in the first year of high school are in high school annexes in grammar school buildings and do not have access to any school library reading-room, a similar experiment has been tried with high school students. In the Girls' High School annex in Brooklyn, students taking the commercial course were required to report at the Bedford branch of the Public Library for instruction in the use of the resources of a public library branch. Through the courtesy of the public library the lecture room and children's room were placed at the disposal of the high school librarian, who gave a talk on the use of reference books and later gave problems in their use and that of the card catalog. These lessons were given at the suggestion of the head of the English department in this annex

and were a required part of the English work. In addition to each lesson on books as tools, a few interesting books of fiction, poetry, biography or travel were briefly discussed and the work was most successful.

## MENU QUOTATIONS FROM THE A. L. A.

MUCH pleasure was found in the quotations which appeared on the menus of the New Monterey Hotel during the conference at Asbury Park and many people will be glad to have the complete set. The quotations were chosen by Secretary Utley from the library literature of the last half century, and were selected with a view to their appropriateness in relation to the general topic of each day and to the programs of the various meetings which the meal preceded.

MONDAY, JUNE 26

### Dinner

"We meet to provide for the diffusion of a knowledge of good books, and for enlarging the means of public access to them. Our wishes are for the public, not for ourselves."—C. C. JEWETT, President of the 1853 Library Convention.

TUESDAY, JUNE 27

### Breakfast

"Our aim is in terms a simple one. It is to bring a book to a reader, to lead a reader to a book. The task may indeed vary in proportion as the book is obvious or obscure, the reader expert or a novice. . . . But its main and ultimate end is the same. And it remains so in spite of organization grown elaborate, apparatus and mechanism grown complex."—HERBERT PUTNAM.

### Luncheon

"A little clearer vision on the part of some trustees as to what constitutes the trust might produce better results for the library, for the community, for the librarian and for the trustee himself."—MARY EILEEN AHERN.

### Dinner

"A library without a catalogue is the most strange conceivable object; the worst catalogue that was ever drawn up by the hand of man is preferable to no catalogue at all."—THOMAS CARLYLE.

WEDNESDAY, JUNE 28

### Breakfast

"It ought to be a matter of personal shame if a brother librarian finds us using an improved method or labor saving device which we have not reported as soon as duly tested."—MELVIL DEWEY (1885).

**Luncheon**

"The great cause of weakness is inability to rise above routine; failure to see that fresh ideas, initiative, sympathy with one's work and a desire to improve and extend it, are what every live administrator is looking for—what he is anxious to reward."—ARTHUR E. BOSTWICK.

**Dinner**

"It is now the glory of the librarian that he is a liberator more than a *keeper*: he frees his books. The missionary relation of the librarian to his readers is one of the discoveries which the nineteenth century will hand along to the twentieth century."—R. R. BOWKER (1883).

THURSDAY, JUNE 29

**Breakfast**

"We librarians need to cut across all lines and regard our interests as one, whether special librarians, college librarians, general librarians, or any other, and work as a flying wedge to interest the business men in the world library."—G. W. LEE.

**Luncheon**

"The free and generous manner of conducting the libraries of the United States is not the least claim this nation has to being the most democratic in the world."—Editorial in *St. Paul (Minn.) Dispatch*.

**Dinner**

"In time the library is going to be of great importance in the world; but this importance will not be very fully shared in by libraries of the present prevailing type. We shall be obliged to change our scope and methods a good deal if we are to become usefully important or importantly useful."—J. C. DANA.

FRIDAY, JUNE 30

**Breakfast**

"Library work in business organizations is no longer a theory or a tentative experiment, but has proved itself in the firms adopting it to be an integral part of the successful work of the corporation."—LOUISE B. KRAUSE.

**Luncheon**

"When the gentlemen in Congress want to pass a law to hold up the immigrant at the gate because he cannot read fifty lines of our Constitution, say to them, 'Hold! Wait and see what the immigrant's boys and girls will read when they are let loose in a public library.'"—MARY ANTIN.

**Dinner**

"Just as the electric company is ready to furnish its current wherever, in whatever quantity and for whatever purpose its customers desire, so the public library should be ready to develop its work both in quantity and kind."—C. W. ANDREWS.

SATURDAY, JULY 1

**Breakfast**

"And we take home with us, too, a kindly

interest in one another; a tincture of other ideas than our own, wider sympathies, broader views, and deeper meanings than are deducible from the experiences of our little autonomies. Such are the uses, such are the fruits of these annual gatherings."—JUSTIN WINSOR, President's address, Conference of 1883.

**Luncheon**

"Books are the most enduring monument of man's achievements. Only through books can civilization become cumulative."—F. M. CRUNDEN.

## NEW YORK STATE TEACHERS' ASSOCIATION

In view of the growing interest in library problems and the increasing number of requests for school library assistance which come to the State Education Department, it has been decided to adopt this year a new policy for the library section of the State Teachers' Association, as follows:

- I. The school library to be the topic emphasized at the 1916 meeting.
  1. By a library talk at the general session by Mr. Hoscic, Percival Chubb or an equally prominent educator.
  2. By discussion of a library topic in different sessions: Science, English, History, Normal School, Rural School, Commercial, etc.
  3. Short business session of school library leaders to:
    - Hear reports of committees.
    - Discuss school library situation in New York State.
    - Plan further school library campaign.
- II. Objects to be accomplished.
  1. Appointment of a school library organizer to do for New York State what Miss Wilson does for Minnesota. (Dr. Williams, chief of school libraries division, has long felt the need of such help.)
  2. Library questions to be introduced into all examinations given for teacher's licenses by Regents of the State of New York.
  3. Instructions in the use of library and in children's literature to be required in all the normal schools and training classes in New York State.
  4. Library questions to be introduced into Regents' academic examinations in English.
- III. Method of accomplishment.
  1. Co-operation of library section of N. Y. L. A. and N. Y. State Teachers' Association.
  2. Personal interview with Dr. Finley, Dr. Finegan and Mr. Congdon, by a committee representing N. Y. L. A., N. Y. State Teachers' Association and School Libraries Division at Albany.

The plan has been approved by Dr. Alfred C. Thompson, president of the New York State Teachers' Association.

JAMES V. STURGES,  
President of Library Section.  
IDA M. MENDENHALL,  
Secretary.

## American Library Association

### EXECUTIVE BOARD

The members of the Executive Board have expressed by letter their approval of the resolution presented by R. R. Bowker at the Asbury Park conference that the board send to Señor Luis Manuel Rojas, librarian of the National Library of Mexico, then in this country for an informal peace conference, a letter expressing the earnest hopes of the association for the continuing friendliness and the increasing intimacy and mutual appreciation between the people of the two countries. The secretary has accordingly despatched to Señor Rojas a letter embodying these sentiments and urging him while in this country to visit American libraries and to give their librarians an opportunity to extend to him any possible courtesies.

### DECIMAL CLASSIFICATION ADVISORY COMMITTEE

The decimal classification advisory committee of the A. L. A. has been sending out the following circular letter to American librarians:

Dear Co-laborer:

Acting upon the democratic spirit which was the key-note of the Asbury Park Convention, this committee proposes to determine what are the general needs in classification not fulfilled by the Decimal Classification.

If you do not use the D. C., discard this communication. If you do use the D. C., we ask you to inform us where you find it insufficient in your library, by replying to the following queries:

1. What subjects are most in need of special numbers?

2. What subjects are missing in the index of the D. C.?

3. What divisions, sections, or sub-sections are most in need of expansion?

4. What divisions, sections, or sub-sections are most in need of change?

(Only changes are to be indicated that the library itself would undertake to make by relabeling the books and altering call-numbers on cards, etc., concerned.)

5. Would you prefer, to the present publication, and at a somewhat lower price, an abridged edition of the D. C. tables (not exceeding as a rule five figures) with the full relative index?

6. Please state for what sections of the D. C. you have made original expansions, and if possible supply the committee with a copy, or if feasible, several copies of these for consideration in making its recommendations to the D. C. Editors.

7. As an aid to classifying with the D. C., would your library probably buy (at a price not to exceed five dollars) the

L. C. to D. C. Equivalent tables proposed for publication by the A. L. A. (e.g.: TF151=625.09) arranged in the sequence of L. C. symbols? Subscribers to Library of Congress cards should find these tables very serviceable.

A. LAW VOGUE, Secretary.

### REPORTS OF COMMITTEES COMMITTEE ON LIBRARY TRAINING

The committee has held one meeting during the year, in connection with the January meet-

ings at Chicago. At this meeting the work of examining the field of library training outside the regular library schools was divided among the members, one member taking "Apprentice classes in the larger libraries"; another, "Instruction in library training as given by normal schools"; another, "Work in colleges and universities aside from those maintaining regular library schools"; and another, "Summer courses in library training." It is hoped by this division of the field to complete the survey of the whole field of library training more rapidly. While none of these reports is ready for the present conference, preliminary use of the material on Apprentice classes in the larger libraries will be available for the discussion of that topic by the Association of American Library Schools.

During the year the chairman of the committee has devoted such limited time as was at his disposal, to examining all the material on library schools, which has been collected by the examiner. It seems apparent from the examination that all the schools are fairly meeting the requirements laid down by the committee in 1905 and 1906 as a minimum standard. In many cases these are very considerably exceeded. In only one case did it seem necessary to communicate with the library school authorities, and in this case not because the minimum requirements were not met, but rather because the program undertaken by the school seemed somewhat ambitious when compared with the number of instructors and the equipment of the school.

The committee having thus satisfied itself that the work done by the regular library schools meets the standards hitherto established would naturally now proceed to a discussion of the question whether the developments of the last ten years have made it necessary to modify or extend the minimum standard set down ten years ago. No time has been found during the year to take up this question. Happily, at the winter meeting of the Association of American Library Schools at Chicago, Dr. Harold O. Rugg, of the School of Education of the University of Chicago, came forward suggesting the need of a survey of the field of library training. His outline of a proposed survey seemed nearly to duplicate the work which the committee had already undertaken. Upon learning of our survey he expressed his readiness to look over the material which the committee had collected and see how far it could be utilized in studying from a strictly pedagogical point of view the conditions which ought to

be developed in professional schools of this type.

The committee was exceedingly delighted to find an educational expert interested in this material and very gladly sent it to him for his consideration. The pressure of other engagements has thus far prevented Dr. Rugg from examining the material, but during the coming year it is hoped he will find time to do this and make such recommendations as the material suggests. His work ought to give the committee much light upon the larger questions involved in such a study, particularly those of a strictly educational character, as for example, "what ought to be the curriculum of a library school," "what pedagogical training and equipment ought to be required of teachers in library schools," "what are the best methods of presentation in teaching library methods," and "how far can actual practice in library work be made stimulating and effective as a means of training."

AZARIAH S. ROOT, *Chairman.*

#### COMMITTEE ON BOOKBINDING

The most important work accomplished by the committee on bookbinding during the past year was the revision of Library Handbook No. 5, which was published in October by the A. L. A. Publishing Board. The first edition of this Handbook was confined to specifications for binding fiction, juvenile books, newspapers, periodicals, reference books and non-fiction, and was designed primarily for small libraries. In the second edition the specifications have been thoroughly revised, and, in addition, there will be found brief discussions on sewing, guarding of end papers, sections, etc., back-lining, and attachment of cover. At the end will be found a brief reading list. In its revised form the Handbook is much more useful than before, and can be used advantageously by all libraries, large and small. In Los Angeles the public school board have decided that bids for school binding must be based on the specifications in this Handbook.

A notice was sent to many of the educational periodicals calling the attention of superintendents and school teachers to the fact that the binding of reference books, such as dictionaries and encyclopedias, plays an important part in the life of the book, and pointing out the work done by this committee in inducing publishers to issue such books in a suitable binding. Many periodicals published the letter, with the result that inquiries about binding came from schools all over the country.

Two publishers have showed a renewed interest in reinforced bindings. Houghton Mifflin Company have reinforced several titles of new fiction. Charles Scribner's Sons have also reinforced the Universal Edition of Dickens, volumes of which are admirably suited for library use. These can be obtained either as a complete set or in single volumes. On request, specifications for commercial binding of reference books have been sent to several publishers, though we have no record that the specifications were adopted. One commercial binder has twice submitted samples of work for the approval of the committee.

The European War has had a disastrous effect upon the prices of binding materials. Some leathers are almost impossible to obtain. Cowhides have increased greatly in price and deteriorated in quality, so that the committee advises that library buckram be substituted for cowhide until the price and quality again become normal. The shortage of dyes has also affected the cost of cloths, though not to the same extent as leathers.

ARTHUR L. BAILEY, *Chairman.*

#### COMMITTEE ON BOOKBUYING

The report of the committee last year referred to the fact that owing to various court decisions, libraries were no longer limited to the former 10 per cent. discount on new net books, and that the question of discounts was a matter for the individual library and the individual dealer or jobber. The courts have practically prohibited the enforcement of fixed retail prices by the manufacturer or jobber. As a result, there has been real competition for library trade in so far as prices are concerned, which means that the discount to libraries on new set books is no longer limited to 10 per cent.

The court decisions have had an effect much wider than that of library bookbuying. In order to counteract such decisions and to obtain legislation permitting the enforcement of fixed prices by the manufacturers, various bills have been introduced into Congress. For the last two years your committee has watched these bills with interest and concern, but there seemed little chance of any such bill becoming a law until this session. In December of last year it was apparent that a determined effort would be made to pass some bill legalizing fixed prices. This movement was being strongly pushed by the American Fair Trade League, with the support of the United States Chamber of Commerce. The matter was brought before the Executive Board and the Council of the American Library Association at the December meeting with the result that the Executive Board authorized the Bookbuying Commit-

tee, in co-operation with the Committee on Federal and State Relations, to arrange for a representation of the American Library Association at hearings before Committees of the House and Senate on fixed price legislation.

[The course of this bill has been followed in the *LJ* from month to month, and this part of the report is accordingly omitted.]

At this date (May 20) the bill is still before the Committee on Interstate Commerce of the House. Any such legislation will require careful and continual attention lest unfavorable amendments be introduced in committee. It seems apparent that price maintenance bills, with their ever-present danger to libraries, will be actively pushed for some time to come, whether the present bill becomes a law or not.

The report of the bookbuying committee last December, together with action by the League of Library Commissions, resulted in a number of appeals and protests to Congressmen against the earlier Stevens-Ayres bill. These protests were made before a report of the new bill exempting libraries could be given publicity. The influence of such communications was marked. It seems apparent to your committee that the effect of concerted action by libraries and librarians throughout the country, if made in season and with sufficient force, will to a large extent avert the danger of hostile legislation, such as was contained in the original fixed price bills.

CHARLES H. BROWN, *Chairman.*

#### COMMITTEE ON WORK WITH THE BLIND

Your committee desires to emphasize the need of a few well-stocked library centers for the blind in neglected districts. From St. Louis to Sacramento there is a large area, having a considerable blind population, and few distributing points for embossed books. In the southern states there is little reading matter available for the adult blind. No considerably populated territory should be without a library center, having power to circulate embossed books throughout the state and often in adjoining states.

As a definite experiment the committee has undertaken to develop by loan, a small collection of books in a district now covered by loans sent to individual borrowers from libraries at a distance. The library chosen for this experiment has consented to receive and circulate such books as may be borrowed from the idle duplicates on the shelves of large libraries. The director of the Perkins Institution for the Blind has generously promised to negotiate a loan of such duplicates as can be

spared from their book-shelves. The plan, not yet fully carried out, has already met with favorable interest and the co-operation of the local Association of Workers for the Blind.

On account of the uncertainty about type the American presses have this year printed fewer books than usual. The problem of getting more books for blind readers will be solved by the adoption of a uniform type, which may at last be imminent.

#### *Canadian Libraries of Embossed Books*

Key to abbreviations used in this inventory:

AB	American Braille.
B	Braille.
Circ	Circulation.
EB	European Braille.
LI	Line letter.
M	Moon.
Ms	Music scores.
NY	New York Point.
Vols.	Volumes.

*Nova Scotia: Halifax.* School for the Blind. vols. 500 to 600 EB (not counting duplicates). Circ. 1700. Books may be circulated throughout Canada, but are intended to meet the needs of the blind of the provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland.

*Ontario: Brantford.* Circulating Library. vols. 2237; L1625; M281; NY1431. Titles 200. Circ. 157. Books may be circulated throughout Canada. Printed catalog supplied free of charge.

*Ontario: Toronto.* Canadian Free Library for the Blind. vols. 4489: AB25; EB994; L178; M325; NY3057. Title 1383. Ms: NY and B1323 (B. Ms. negligible). Circ. 9260. Books may be circulated throughout Canada, Newfoundland and the United States. EB and NY catalogs are sold for 25c. The readers of this library represent one-ninth of the total estimated blind population of Canada. 114 new names were added to the list of borrowers last year. The accessions for the year were almost 100 volumes less than actually ordered, for the disorganization of ocean transport has prevented the shipment of a very large consignment from Great Britain. The inconsiderable use of embossed music has led to a serious thought of abandoning this branch of the service. The librarian, S. C. Swift, a blind man, conducts classes of instruction in Braille reading and writing, on the library premises and elsewhere. Considerable home-teaching is done by volunteer members of the library association in various parts of the country. A supply department is maintained, which furnishes at cost or at advantageous discounts such needful articles as paper, slates, games, typewriters, etc. Last

year this library, working in conjunction with Sir Frederick Fraser, of Halifax, secured from the Dominion government the franking privilege on books for the blind sent to Newfoundland, such concession having previously been agreed to by the government of that colony.

*Quebec: Montreal. Association of the Blind.* vols. 600: AB50; EB460; LI20; M50; NY20. Titles 550. Ms: Broo. Circ. 200. Books may be circulated throughout the province of Quebec. Catalogs supplied free of charge.

#### *Announcements of New Collections*

For the Public Library of Birmingham, Alabama. Mr. Carl H. Milam, director, announces a small collection of books for the blind, which is about to be considerably augmented. The local association for the blind has appropriated a sum of money for the purchase of new books, and special shelving has been installed to receive them.

The Carnegie Library at San Antonio, Texas, circulates among the local blind a small collection of loan books, which is changed from time to time. The librarian, Miss Elizabeth West, has plans for developing a permanent collection. The records of loans made to Texas adult blind by librarians extending their privileges to that state demonstrate the need of increased library facilities for the blind in Texas.

The Minnesota Agency for the Blind is experimenting to test the advisability of loan collections sent from the library center at the State School for the Blind, to the public libraries of Duluth and Minneapolis. These loans are to be exchanged for new ones whenever expedient. Agency teachers meet the local blind at these sub-centers, and assist them to learn the reading and writing of embossed systems, and to learn typewriting.

#### *The Year in a Few Important Libraries*

The California State Library, Sacramento, reports through the head of its department for the blind, Mabel R. Gillis, a collection of 5356 volumes and 696 music scores, and a circulation of 10,923.

Lucy D. Waterman, in charge of work with the blind, in the Carnegie Library, Pittsburgh, Pa., reports that the collection of embossed books was increased in 1915 by 101 volumes and now numbers 1943. There are also deposited here 792 books and periodicals which are owned by the Pennsylvania Home Teaching Society, making a total of 2735 books and magazines available for blind readers in the western part of the state. The circulation for the past year was 4336. A home teacher em-

ployed by this society has been working successfully in the Pittsburgh field for more than eight years, and during the past year two additional teachers have been appointed for work in Armstrong and McKean counties, drawing upon this library for books for their pupils.

In the New York Public Library (Lucille Goldthwaite, librarian for the blind), the year was one of unprecedented activity. The total circulation, including magazines and music scores, was 31,528, an increase of 5304 over last year. This circulation is divided among the more important types, as follows: American Braille, 4892; European Braille, 7798; Braille music, 1103; Moon, 5649; New York Point, 9866; Point music, 2113. Of the total circulation, only 1065 were due to renewals. There was only a normal increase in the number of active readers, 896 in 1915. Three embossed sections of the catalog were issued early in the year, one list of the books in the European Braille type, and two lists of the music scores. Music scores were circulated to the number of 3216. The home teacher has given 280 lessons, paid 476 visits, and exchanged 318 books.

The New York State Library at Albany (Mary C. Chamberlain, librarian for the blind) circulates books outside of the state when impossible to be obtained in the reader's home state. An ink print finding list may be had upon application and is always sent to new readers. From the annual state appropriation of \$2000, many books printed in the different systems have been purchased and twelve titles have been printed in New York Point.

The Perkins Institution Library, Watertown, Mass., is the distributing center for embossed books for the blind throughout the New England states in particular, and also loans books in any part of the United States and Canada wherever they are needed. The librarian, Laura M. Sawyer, writes that during the year September, 1914-September, 1915, the library circulated 7786 books among the pupils of the school and 5318 to blind people outside the school, making a total of 13,104. This does not include the music scores loaned by the school. The number of books circulated is reduced by the fact that there is no time limit, which would undoubtedly increase the rapidity with which many of the borrowers read. An ink print catalog of the embossed books for circulation has recently been issued, also a supplement to the list published in 1907 of the books in the special reference library relating to the blind, which is open

free to all for study and reference work on all subjects relating to blindness and the blind.

In the Library of Congress room for the blind, Mrs. Gertrude T. Rider in charge, the collection of books has been increased in all types. Great care has been taken to select from the many applicants for loans such as were considered legitimate borrowers from this center, and all other applicants have been referred to collections of embossed books in their own states, with a promise to lend to them in case they are unable to borrow nearby what they require. In addition to well-stocked tables of apparatus and devices for the blind, a permanent exhibit is maintained of the products of blind labor, lent by schools for the blind, state commissions and industrial shops. Volunteer home-teaching service has been provided by the District of Columbia Association of Workers for the Blind.

#### *Uniform Type*

In April, 1916, the Commission on Uniform Type for the Blind invited co-workers in Great Britain to appoint a committee of three having authority to work with a like committee in America toward the improvement of British Braille, with a view to the possibility of its adoption as the uniform type of the English-speaking world. Certain changes in British Braille were suggested to the proper authorities in Great Britain, and these changes will be the basis of the committee's report to the Halifax Convention of American Instructors of the Blind, July, 1916. It is hoped and believed that a substantial agreement with the British may justify America in arriving at a satisfactory conclusion of this great question.

#### *Books, Music, and Periodicals*

A number of new books and some new music have been printed during the year by various organizations and presses, and six new periodicals, embossed and ink print, have been started in the interests of the blind in different parts of the country. The full report of these various publications, and also of recent articles of interest to librarians for the blind.

#### *Effort toward Standardizing Statistics*

In reporting circulation, libraries for the blind universally count each volume of a book, each magazine and music score as a unit. Renewals are counted by very few librarians; in fact, few libraries send overdue notices regularly. The consensus of opinion is that renewals should not be counted as a second loan, as the library has not the extra work of sending them out again.

GERTRUDE T. RIDER, *Chairman.*

## Library Organizations

### *NEW HAMPSHIRE LIBRARY ASSOCIATION*

The sessions of the New Hampshire Library Association held at the Y. M. C. A. building, Berlin, N. H., July 14, proved a delightful occasion. The meeting was called to order promptly at 10:30 by the president, Miss Mary Lucina Saxton, of Keene. George F. Rich, mayor of Berlin, was then introduced and he very cordially extended to the visitors the hospitality of the city.

Miss Frances Hobart, of Cambridge, Vt., gave a very instructive talk concerning bindings for books, explaining the values and uses of the different grades of buckram and cloth and showing samples of same. Also different methods of cleaning books were mentioned, pertaining both to the covers and the leaves of the volumes.

Miss Elsie Gaskin, of Derry, followed, continuing the subject of book repairing by giving a demonstration of recasing volumes by the use of flexible glue. Miss Gaskin also showed how to replace a worn out back of a book and to tighten by means of cloth hinges a book which has become loose in its covers.

At the afternoon session Miss Hobart gave a history of the Library Commission of Vermont and told of the splendid work which Vermont has done to benefit and help the rural and small libraries of that state. Miss Mary Morison, of Peterborough, continued the subject of commission work by relating many interesting phases of the movement connected with her experience in Massachusetts and suggesting methods by which New Hampshire may be able to secure better library service among the smaller towns.

After some discussion of this subject the secretary was instructed to confer with the secretary of the State Grange and ask if the State Grange would not take action to secure better library facilities thruout the state, especially to help to secure an appropriation from the legislature for the Library Commission that it might carry on the work so well begun twenty years ago.

The round table consisting of such attractive topics as "Some worth while books of 1915-16," "Aids in book selection," "Should fines be abolished," and "Local history in the small library" proved so interesting that the discussions had not ceased when the automobiles so kindly provided by the citizens of Berlin came to take the members for a drive about the city and adjacent country. The weather was so threatening it was decided

unwise to attempt the trip to Glen Ellis Falls.

At the banquet in the evening the company was favored with a very scholarly and enjoyable address on "Some realistic devices in the drama," by Thomas L. Marble, of Gorham. Present day conditions were contrasted with those of the early stage and the effects of music and light were forcefully illustrated by selections from some of the well-known dramas of the present day.

At the close of Mr. Marble's address, Mr. Davis offered resolutions which were heartily endorsed by the association, expressing the thanks of the association to Miss Hutchinson and the trustees of the Berlin Public Library for their cordial welcome and generous hospitality; to the citizens who provided automobiles for the drives about Berlin; and to the various speakers.

On the following morning an early start was made for a trip thru Dixville Notch by automobile. The weather was fair and the drive along the Androscoggin River thru the thirteen mile woods was delightful. The Notch was reached about noon and the strong light clearly brought out the ragged and jagged peaks in all their wild beauty. A short stay was made at the Flume and at The Balsams, then the party continued on its way to Colebrook and the Monadnock House, where dinner was served. Later in the afternoon the return trip was made thru Lancaster, Jefferson, Randolph and Gorham. Many vistas of the Green Hills were to be had and wonderful views of our own White Mountains. The trip ended in the afterglow of a marvelous sunset such as is only seen among mountains and which neither pen nor brush can picture.

F. M. W.

#### OHIO LIBRARY ASSOCIATION

The Ohio Library Association at the last annual meeting voted to revive the District Meetings, or Institutes in Ohio, as recommended by the Library Extension Committee. The state was tentatively divided into five districts as follows: North West, North Central, North East, South West and South East. Considerable delay was occasioned the committee in obtaining accurate lists of the libraries in each district, and in securing central and accessible places for meetings. Members of the Library Extension Committee served as chairmen of the various districts. For sufficient reason, two of the districts did not hold meetings at this time, but look forward to doing so later in the year. The three meetings which were held were the North

Central District at Mansfield, May 17, Miss Elizabeth Steele, chairman; the North Eastern District at Warren, May 24, Miss Frances Cleveland, chairman; the South West District at Xenia, May 26, Miss Julia Merill, chairman. The committee had prepared a suggestive list of topics to be used at these meetings and selection was made from this to give variety to the programs. Informal, free discussion of the topics was encouraged by all the chairmen. The subjects of Book selection, County libraries, High school libraries, Work with children, Work with schools, Library publicity, Smith tax law and library maintenance were considered in all of these meetings. The attendance registration varied from 31 to 70, the latter attendance being at the Xenia meeting. A considerable number of trustees were in attendance and the smaller libraries were well represented. At the Xenia meeting the Dayton Public Library had a representation of 20 from its staff. At each of the places of meeting—Mansfield, Warren, and Xenia—most cordial hospitality was shown by the library trustees and librarians, and noon luncheon was provided for those in attendance. It is hoped that the interest in these regional meetings of the Ohio Library Association will increase and that they will be a permanent part of the work of the association.

The annual meeting of the Ohio Library Association will be held in Cincinnati, October 3-5.

#### NEW YORK LIBRARY ASSOCIATION

A few of the speakers expected at the conference to be held at the Bloomfield, Richfield Springs, Sept. 11-16, have found it impossible to attend. Several others have not yet announced their specific titles. Local arrangements may also make necessary some change in the proposed order of the sessions, but the following outline of the program will be substantially followed.

*Mon. eve., Sept. 11. Address of welcome by Hon. J. D. Cary; Response, Vice-President Stevens. Reception.*

*Tues. a. m., Sept. 12. General session. Reports of standing committees. Address, Mr. F. K. Mathews, chief scout librarian, Boy Scouts of America; Readings from Hans Christian Andersen, Rev. J. V. Moldenhauer.*

*Tues. eve. Book selection. Papers by Miss Mary Eastwood, Miss Jackson of the *Book Review Digest*, and Miss Elva L. Bascom. Discussion. Opened by Miss Annie Carroll Moore and Mr. William F. Seward.*

*Wed. a. m., Sept. 13. Addresses by Rev. J. V. Moldenhauer and Prof. Elmer W. Smith. Wed. p. m. Work with foreigners. Addresses by Mr. John Foster Carr and Mr. Geo. E. Dunham, editor *Utica Press*. Discussions by Miss Harriet Burgess, Miss Anna G. Hall, and others, whose names will be announced later.*

*Wed. eve.* This session will be in charge of the social committee.  
*Thurs. a. m., Sept. 14.* Round table meetings. (Subjects and leaders to be announced later.)  
*Thurs. eve.* The college library and the public library. Papers by Mr. Willard Austen of Cornell University, and Miss Isadore A. Mudge of Columbia University. Discussion.  
*Fri. a. m., Sept. 15.* Optional round tables.  
*Fri. p. m.* School libraries. Paper by Mr. R. T. Congdon, specialist in English, State Education Department. Discussion by Miss Joslyn, Jamaica High School; Miss Pritchard, White Plains High School; Miss Zachert, Rochester Public Library, and others. "Charge to the jury," by Prof. A. R. Brubacher, New York State College for Teachers.  
*Fri. evening.* The library in the educational system of the state. Addresses by Charles B. Alexander, LL.D., Litt.D., regent of the University of the State of New York; and Mr. J. I. Wyer, Jr., New York State Library.  
*Saturday, Sept. 16.* Business. Election of officers and other features to be assigned later.

#### INDIANA LIBRARY TRUSTEES ASSOCIATION

Mr. Orville C. Pratt, president of the Indiana Library Trustees Association, has resigned his position as superintendent of the Wabash public schools, to accept the position as superintendent of the Spokane, Washington, public schools. Mr. E. J. Llewellyn, superintendent of the public schools, Mount Vernon, Ind., has been made president of the Trustees Association.

#### MISSOURI LIBRARY ASSOCIATION

The annual meeting of the Missouri Library Association will be held October 11-13, 1916, at Columbia, Mo.

MARY E. BAKER, *Secretary.*

#### KEYSTONE STATE LIBRARY ASSOCIATION

The annual meeting of the Keystone State Library Association has been scheduled for October 12, 13 and 14 at Galen Hall, Wernersville, Pa.

O. R. HOWARD THOMSON.

## Library Schools

### LIBRARY SCHOOL OF THE NEW YORK PUBLIC LIBRARY

Miss Mary W. Plummer, principal of the school during the first five years of its existence, has been compelled by continued ill health to give up all idea of resuming her work with the school for the coming year. Her many library friends will be sorry to learn that she will not be able to undertake any active library work for at least a year.

For the coming year the school has been fortunate in securing as principal, Prof. Azariah S. Root, librarian of Oberlin College, Oberlin, Ohio. Prof. Root can come for only one year, having secured a leave of

absence from Oberlin for that purpose. He received his A. B. from Oberlin in 1884, and his A. M. in 1887, since which time he has been librarian of the College Library, which is also the library of the town. He has therefore had the advantage of both college and public library experience. Since 1910 he has been chairman of the A. L. A. committee on library training, and has had unusual opportunities for the study of the library school situation in this country. In 1898-9 he studied under Dzatzko at the University of Göttingen. Since 1890 he has been professor of bibliography at Oberlin, and is a member of various bibliographical societies.

There will be several changes in the personnel of the faculty. Miss Agnes Van Valkenburgh, who has been a member of the faculty for the past five years, has resigned to accept a position with the H. W. Wilson Company. The school regrets losing her valuable services, and wishes her all success in her new work. Miss Corinne Bacon, formerly director of the Drexel Institute Library School, and at present associated with the H. W. Wilson Company, will conduct the course in book selection. Miss Isabella M. Cooper, B.L.S., Albany, 1908, will conduct the course in cataloging. Miss Cooper has taught at the Simmons College Library School, as well as in the Summer School of the Iowa Library Commission. Miss Mary L. Sutliff and the other members of the faculty will continue their work as during the past year.

Those students not having had library experience will report for practice on Sept. 11, and the school will open for regular work on Monday, Sept. 25.

E. H. ANDERSON,  
*Director, New York Public Library.*

### LIBRARY SCHOOL OF THE UNIVERSITY OF WISCONSIN

#### SUMMER SESSION

A particularly successful summer session opened on June 26 and continued thru August 5, a period of six weeks. Miss Mary F. Carpenter of the faculty served as acting-preceptor during the session, because of the absence of Miss Hazeltine in the east for all except the last week of the course. Twenty-five students registered for the full course, and two special students. After all the Wisconsin librarians had been registered, there was room for only three from outside the state, and one each from Kentucky, Michigan, and British Columbia was admitted. Nine of the 25 students were librarians of public libraries,

one of a high school library, 14 were assistants or apprentices in public libraries, and one in a law library.

The course covered 19 lessons in cataloging with practice, Miss Carpenter, instructor, and three supplementary lessons in alphabetizing; 12 lessons in classification and book numbers, Miss Turvill, instructor; 12 lessons in reference, with problems, Miss Stockett, instructor, and 3 in documents, Mr. Lester, instructor; 12 lessons in book selection with assigned reading and problems in selection, Miss Bascom, instructor; six lessons in children's literature with required reading, and six in loan and statistics with Miss Humble as instructor; library economy, binding, and mending had their quota of lessons, practice, and demonstration in 16 lessons, Miss Turvill, instructor; the administrative side of library work, its business, publicity, etc., were given by Miss Mary A. Smith and Miss Hazeltine. Mr. Dudgeon gave several lectures on the relation of library work to business, poetry, and current events.

The session was conducted amidst the torrid heat of the hottest summer in 15 years, but neither faculty nor students wavered in their determination to make the most of the opportunity. Every effort was made by Mr. Dudgeon, the director, to keep the school rooms comfortable by many electric fans and other appliances, so that the work went forward enthusiastically in spite of the heat.

Besides the out-of-door festivals of the university, in which the class was included, several pleasant social functions were planned especially for them by the faculty of the school, two informal receptions or mixers, and the annual picnic at Turvillewood. Opportunity was given to attend some of the special lectures on the program of the University Summer Session, and Miss Stearns gave her lecture on "Library spirit" to the class. At the close of the session, five records, to be used with the Victrola presented by the alumni on the tenth anniversary of the School, were given as an expression of good will and appreciation on the part of the class.

The School is most happy at all times to welcome visits from former students, and is pleased to record calls during the summer from the following: The Misses Allen and Sette (1907), Dexter, Eastland and Spencer (1911), Beust, Frederickson, and Nethercut (1913), Coon (1914), Brunsell, Germond, Head, Pratt, Reese, and Shadall (1915).

MARY EMOGENE HAZELTINE,  
*Preceptor.*

UNIVERSITY OF ILLINOIS LIBRARY SCHOOL  
SUMMER SESSION, 1916

The sixth annual summer session of the University of Illinois Library School opened on June 19, and closed on July 29, 1916. Mr. E. J. Reece and Miss Ethel Bond, of the library school faculty, had charge of the instruction, and the revising was done by Miss Dorothy Cook and Miss Ella Campbell. The course in children's literature was given by Miss Eva Cloud, librarian of the Kewanee Public Library, and consisted of ten lectures with assigned readings.

Altogether the class hours numbered ninety, and most of them were taken up with lectures preceded or followed by problems, readings, or other assignments. Thirty-two hours were given to classification, cataloging and book numbers; twelve to reference work; twelve to book selection; ten to children's work; and twelve each to two other groups of subjects covering general methods and matters of administration.

The book selection course included a number of lectures by persons familiar with particular types of literature. In addition to the general lectures given by Mr. Reece there were the following:

The literature of the out-of-doors. Professor Vaughan McCaughey, of the College of Hawaii.

Books and other material relating to history, Miss Marian Leatherman.

Dramatic literature. Mr. F. K. W. Drury.

Modern fiction. Mr. R. E. Tieje.

Good biographies. Miss A. M. Flattery.

Some religious books. Rev. C. R. Adams.

Types of travel literature. Mr. E. J. Reece.

Books relating to agriculture. Mr. G. A. Deveneau.

The value of the summer session was much enhanced this year by the holding of special conferences on the campus. A better community conference, participated in by various agencies throughout the state interested in community welfare, was conducted June 20-22 under the direction of Dr. R. E. Hieronymus, community advisor of the University of Illinois. One of the several group meetings was devoted to the influence of the public library in the community. Mr. P. L. Windsor presided over it in the absence of Miss Mary J. Booth, president of the Illinois Library Association. Talks were given by Miss Eva Cloud, of Kewanee; Miss Lydia Barrette, of Jacksonville; Miss Florence Curtis, of the University of Illinois, and Miss Anna May Price, secretary of the Illinois Library Exten-

sion Commission. The other sessions of the better community conference gave the students opportunity to hear some of the best speakers prominent in the general movement, including Dr. Graham Taylor, Dr. Shailor Matthews, Mr. Lorado Taft and President Edmund J. James.

The last three days of the fifth week of the summer session were given over to a series of round tables and to a one-day district meeting to which librarians of east-central Illinois were invited. At the round tables short talks on outstanding features of their work were given by Miss Minnie Dill, of the Decatur Public Library; Miss Dey B. Smith, of the Morris Public Library; Miss Zeliaette Troy, of the Hoopeston Public Library, and Miss Ethel Kratz, of the Champaign Public Library. The district meeting was in charge of Miss Anna May Price, and its formal program consisted of addresses by Miss Blanche Gray, of the Mattoon Public Library; Miss Emma McHarry, of the Paxton Public Library; Mr. Ernest J. Reece, of the University of Illinois; Mrs. Jessie Palmer Weber, librarian of the Illinois Historical Society, and Miss Price.

The University Summer Session conducted weekly socials, campus sings, organ recitals, vespers services and a large number of general lectures. The library school students participated in these affairs, made visits to such points on the campus as interested them, and enjoyed a picnic supper at Crystal Lake and another on the veranda of the Woman's Building.

Twenty-eight students registered for the summer course, all of whom are regularly engaged in library work. Twenty-three of this number came from Illinois, and one each from Wisconsin, Minnesota, Tennessee, Texas and Kentucky. The majority are connected with public libraries, the only exceptions to this being that three came from high school libraries, one from a normal school library and one from a university library. Eleven are head librarians, five assistant librarians, three general assistants, four assistants of lower grade, two substitutes, and three teacher-librarians. Except for three special students who were enrolled because of other qualifications, all had had at least high school training. One had had some normal school work, one was a graduate of a normal school, three had had some college work, one had a degree of B.S., three that of B.A., and one that of M.A.

#### LIST OF STUDENTS

Students are from the public library of their city unless otherwise stated:

#### ILLINOIS

Barry, Irene Crawford, librarian.  
Belleville, Bella Stuernagel, assistant librarian.  
Cairo, Effie A. Lansden, senior assistant.  
Champaign, Ruth Hardin, assistant.  
Champaign, Vereta McGuire, assistant.  
Chicago Heights, Glen Christy, librarian,  
Bloom Township High School.  
Chillicothe, Gladys Carroll, librarian.  
Evanston, Edith Meers, substitute.  
Gridley, Lois R. Moore, librarian.  
Hillsboro, Bertha H. Welge, librarian.  
Joliet, Helen McClure, general assistant.  
Kankakee, Lucy O'Neill, assistant librarian.  
Morrison, Anna E. Corcoran, librarian.  
Mt. Vernon, Gertrude Moller, librarian.  
Ottawa, Myrtle E. Sparks, librarian, Ottawa  
High School Library.

Pekin, Ida L. Gehrig, assistant librarian.  
Peru, Nellie E. Churchill, substitute.  
Rock Island, Elsie Schocker, first assistant.  
Rockford, Mae B. Andrews, general assistant.

Rockford, Ethel Doxsey, general assistant.  
Sheffield, Lenora Jacobson, librarian.  
Tuscola, Mrs. K. E. Moore, librarian.  
Waukegan, Vivian Thomson, first assistant.

#### KENTUCKY

Frankfort, Nina M. Visscher, librarian.

#### MINNESOTA

East Grand Forks, Helen B. Spence, librarian, High School Library.

#### TENNESSEE

Sewanee, Louise Finley, librarian, University of the South.

#### TEXAS

Canyon, Susie McGinley, first assistant librarian, Texas West Normal College.

#### WISCONSIN

Marinette, Esther D. Anderson, assistant.

P. L. WINDSOR, Director.

#### SIMMONS COLLEGE LIBRARY SCHOOL

During the summer the chief thought of the school centres in the summer class and in the placement of graduates.

#### POSITIONS

Appointments have been made as follows:

Margaret F. Barss, 1915-16, has accepted the position of assistant in the Rochester Public Library, Rochester, N. Y.

Dorothy Bell, 1916, has been appointed librarian of the library of Irving and Casson, Boston, Mass.

Barbara M. Bolles, 1915-16, received a temporary appointment in the reference-cataloging division of the New York Public Library, and in September will join the cata-

logging staff of the University of Missouri Library.

Anne M. Davies, 1915-16, has been appointed to a position in the reference department of the Holyoke Public Library, Holyoke, Mass.

Margaret Heimer, 1916, has received an appointment as librarian of the Olean High School Library at Olean, N. Y.

Esther W. Kingsbury, 1915-16, has accepted a position in the cataloging department of the University of Chicago Library.

Ethelwyn Manning, 1915-16, has been appointed head cataloger in the Amherst College Library.

Caroline Righter, 1916, has received an appointment in the cataloging department of the University of Chicago Library.

Joice Scarf, 1915-16, has accepted the position of general assistant in the Medford Public Library, Medford, Ore.

Lorna Wardwell, 1916, has been appointed to the position of assistant in the Danbury Public Library, Danbury, Conn.

Anne Harwood, 1913, has accepted the position of assistant in the Massachusetts Institute of Technology Library.

Eliza Bigelow, 1908, is doing a piece of temporary cataloging in the private library of Francis Winslow of Norwood, Mass.

Mabel Brown, 1910-11, has accepted a position as librarian of the National Committee on Mental Hygiene, New York City.

Mabel McCarnes, 1915-16, has been appointed librarian of the Peddie Institute Library, Hightstown, N. J.

Ethel Wigmore, 1915-16, has received an appointment in the University of Maine Library, Orono, Me.

Helen Giere, 1916, has been appointed assistant in the children's department in the New York Public Library.

Chie Hirano, special 1914-16, is cataloging Japanese and Chinese material in the Boston Museum of Fine Arts.

Ruth Eaton, 1915, is organizing in the Wrentham (Mass.) Public Library.

#### SUMMER SESSION

The summer session has been of unusual interest and the attendance larger than before; in fact, it was necessary to refuse further candidates when the registration had reached fifty.

The course in "Work with children," given by Miss Alice Higgins, had fourteen members. Miss Tyler, of New York, added much to this course by her lecture on "Story-telling," followed by an hour of stories delightfully illustrating her points.

Other visiting lecturers who contributed to the value of the season were A. L. Bailey, of Wilmington, who spoke on "Binding for libraries"; James McMillen, librarian of the University of Rochester Library; and Miss Ahern, editor of *Public Libraries*.

The students had also the advantage of hearing many of the lecturers on the program of the three-day library conference held at Simmons by the Massachusetts Free Public Library Commission, July 25-28. This meeting, the first of its kind the college has had the pleasure of being associated with, was an even of special interest, and it was felt that this fresh contact with over one hundred Massachusetts librarians was a significant experience.

Despite the hot weather, the summer school people put in hard work on the two main courses, that of Miss Hyde in cataloging and classification, and that of Miss Crampton in reference and library economy. Special certificates will be issued, probably in October, to those who complete courses satisfactorily.

In general, the summer courses in this school are not parallel in time or content with any given in the four-year course, and are, therefore, not given college credit, but the faculty this year recognized the summer course in work with children, which is equivalent both in time and content to the regular course, as a substitute for it in the case of two undergraduate students of Simmons, thereby establishing a new precedent.

JUNE RICHARDSON DONNELLY, Director.

#### CARNEGIE LIBRARY SCHOOL

The Library School closed its sixteenth year July 29. Twenty-five junior certificates, one special certificate and seven diplomas were granted. Miss Alice M. Jordan, custodian of the children's room of the Boston Public Library, gave two lectures, July 22, on "Children's work in the Boston Public Library" and "Reference work for children."

During July the junior students were scheduled two periods each week in summer playgrounds, where they had experience in distributing books and story-telling. Miss Huse, Miss Kurth and Miss McInerney, of the junior class, will return for senior work.

Students have been appointed to the following positions:

Ruth E. Adamson, Terre Haute, Ind. Substitute assistant, children's department, Cleveland Public Library, Cleveland, O.

Enid P. Boli, Pittsburgh, Pa. Assistant children's librarian, Carnegie Library of Pittsburgh.

Florence R. Broderick, Denver, Colo. Assistant children's department, Carnegie Library of Pittsburgh.

Lucy T. Fuller, Houston, Tex. Assistant, children's department, New York Public Library, New York City.

Louise Hamilton, Denver, Colo. Children's librarian, Minneapolis Public Library, Minneapolis, Minn.

Roberta Herron, East Orange, N. J. Substitute assistant, children's department, Cleveland Public Library, Cleveland, O.

Margaret Hess, Pittsburgh, Pa. Assistant children's librarian, Carnegie Library of Pittsburgh.

Della McGregor, St. Paul, Minn. Senior assistant, children's department, Public Library, St. Paul, Minn.

Avis F. Meigs, Fort Wayne, Ind. Assistant, children's department, Public Library, Fort Wayne, Ind.

Ruth M. Paxson. Assistant, children's department, Carnegie Library of Pittsburgh.

Elizabeth C. Riddell, Long Beach, Cal. Assistant, children's department, Public Library, Los Angeles, Cal.

Katharine O. Roberts, Hartford, Conn. Children's librarian, Public Library, Cincinnati, O.

Marian K. Wallace, Tacoma, Wash. Children's librarian, Public Library, Bloomington, Ill.

Marion A. Warren, Worcester, Mass. Assistant children's department, New York Public Library, New York City.

SARAH C. N. BOGLE, Principal.

#### RIVERSIDE LIBRARY SERVICE SCHOOL

Miss Lulu I. Rumsey, formerly of Minnesota, graduate of Carleton College, class of 1916 Riverside Library Service School, has just been appointed librarian and study hall teacher of the Orange Union High School, Orange, Cal. Miss Rumsey has a vocational certificate from the State Board of Education.

Miss Arline Davis, class of 1915 Riverside Library Service School, is acting as Miss Rumsey's assistant at the Orange Union High School.

Miss Helen Estill, class of 1916 Riverside Library Service School, has been appointed by the Los Angeles Board of Education, but has not yet been assigned to the particular schoolhouse. Miss Estill had her preparation in Colorado College, Simmons College and has several years of teaching to her credit. Miss Estill holds a state vocational certificate.

Miss Pearl V. Kohler, graduate of the 1916

Riverside Library Service School, has been appointed cataloger for the Beaumont District Library, Beaumont, Cal. She is a graduate of the Beaumont High School.

Mrs. Allison Aylesworth, short course student in 1916 winter school, Riverside Public Library, has been duly elected librarian of the Hemet Public Library.

Miss Lilla B. Dailey, graduate 1915 Riverside Library Service School and graduate of the Escondido High School, has been elected librarian of the Chula Vista Public Library.

Miss Dorothea R. Smith, 1916 Riverside Library Service School, graduate Leland Stanford University, now cataloger at the Santa Clara County Free Library, has been appointed to a position in the library of the Leland Stanford University. Miss Smith holds a state vocational certificate.

Miss Czarina Hall, of the 1916 winter school, Riverside Public Library, graduate of Lombard College, Ill., has been appointed to a position in the Omaha Public Library.

#### TRAINING CLASS, LIBRARY ASSOCIATION OF PORTLAND, OREGON

On June 30, the class of 1915-16 finished the nine months of training. There were eight students who completed the course.

Of the eighteen graduates of the training class since its organization, two years ago, the following appointments have been made:

Esther Birrell, 1915-16, assistant, school department, Library Association of Portland.  
Winifred Birrell, 1915-16, assistant, reference department, Library Association of Portland.  
Hope Burdick, 1914-15, assistant, circulation department, Public Library, Seattle, Wash.  
Genevieve Church, 1915-16, assistant, branch department, Library Association of Portland.  
Ethel Goudy, 1914-15, first assistant, Public Library, Hood River.  
Frances Hubbert, 1915-16, assistant, reference department, Library Association of Portland.  
Erna Jeppesen, 1914-15, assistant, State Library, Salem.  
Elsie McLucas, 1914-15, branch librarian, Library Association of Portland.  
Mrs. Vida I. Smith, 1914-15, branch librarian, Library Association of Portland.  
Helen Witter, 1914-15, assistant, Library Association of Portland.

#### Reviews

AYRES, LEONARD P., and MCKINNIE, ADELE. The public library and the public schools. Cleveland Education Survey, 1916. 93 p.

The report of the Cleveland education survey upon "The public library and the public schools" is the first of all school surveys to give serious consideration to library service and as such is bound to receive serious consideration from all who are interested in either libraries or schools.

It devotes separate chapters to "Libraries in elementary schools," "Branch libraries," "Class room and home libraries," "High school libraries," and "The normal school library," and it contains diagrams and pictures illustrative of school library activities. Among these the diagrams showing the average number of times each kind of book is circulated in a year, and the percentage of the total amount of reading that is done by each grade in folklore, fiction, history and travel are particularly interesting.

All admirers of the Cleveland Library system will feel grateful to the authors of the report for this systematic account of the relations between the public library and the public schools in that city.

Admiration will, however, be qualified by surprise that there is at present in Cleveland a library room in only one school in every fifteen, and, to cite but one other condition, because high school librarians whose average length of service is twelve years receive an average annual salary of only \$775.

And gratitude to the authors of the report will be qualified by disappointment because more is not said upon the fundamental question of the relation between the teacher and the librarian in the direction of the reading of children, upon the relation between the school and the library club upon home reading and vacation reading and similar questions, and because of such misleading statements as the comparison between the large turn-over per book in the Cleveland libraries and the smaller turn-over in cities which are fortunate enough to have much larger and more valuable collections.

As a report upon school conditions rather than upon library conditions, however, it is more noteworthy, particularly for its emphasis upon the importance of reading. Upon this point the authors say, "The most difficult part of elementary school work is learning to read, and it is the one in which the least satisfactory results have been secured. The main reason for this is the lack of books. During the process of learning to read, the child needs many books—not one, or two, or even ten. His progress in reading is almost entirely dependent on the number of interesting books at his command. He must learn to read as he learned to talk—through unremitting exercise. Reading is the most important thing the child can learn in school."

Of special interest also is the discussion of the necessity of the library in the platoon plan of elementary instruction by which the work of the school is departmentalized, and in the junior high school.

It is to be hoped that this is the first of many such surveys because it is only by exact and thorough study of local conditions that wise generalization is made possible, and it is only as schoolmen come to recognize that there is a library problem that there will be any chance of solving that problem, or any chance of making books of considerable use in the solution of current social and industrial problems.

W. DAWSON JOHNSTON.

HOPKINS, FLORENCE M. Reference guides that should be known and how to use them. Detroit: Willard Co. 187 p. \$1.50. (Sections also issued separately.)

The library profession owes Miss Hopkins a debt of gratitude for the most comprehensive and detailed contribution yet made to the material available on the use of books as library tools. Her "Reference guides that should be known and how to use them," represents an earnest and scholarly piece of work, so admirably executed that it cannot fail to be a valuable asset for all librarians and teachers grappling with the proposition of instructing young people in the use of books.

The manual consists of a series of thirty lessons in groups, on the parts of a book, concordances, atlases, dictionaries, encyclopedias and year-books, library classification and cataloging, with a group devoted to public documents.

Following the explanation of each subject presented, is a specimen page for concrete illustration, a list of important books on the subject and a few problems for class-room use. While confusing to the eye on casual examination, closer scrutiny reveals the practical utility of this plan; the material, the specimen and the problem dove-tailing one another.

The chief criticism of the book in its entirety is, perhaps, that it is ahead of its times. Intended by Miss Hopkins primarily as a text-book for high and normal schools, there will be found far too few schools as yet equipped with material for its comprehensive use. In many instances much of it will not be found in the average small town library. Last year, for example, in attempting to demonstrate by request, in two of our largest normal schools in New England, the use of school reference guides, it proved impossible to find a copy of the "World almanac" in either school, or in any public library within easy communication. The mere purchase of Miss Hopkins' book should give both inspiration and impetus to the building of these

needed collections in both schools and libraries.

While there are many and varied opinions as to just where in the educational scheme instruction in the use of a library can best be fitted, most educators are wary of its adoption because of the probable encroachment on regular school hours. These graded lessons are excellently planned to fit in with high school courses in English, while the simplicity and directness with which the groups pertaining to the use of a catalog, the parts of a book, encyclopedias and atlases are handled, would permit their use in the grammar schools. The very full detail in the thirty-one pages on the study of the dictionary requires the more mature mind of the secondary school pupil, who no good results can be achieved in any of this work unless there has been in the grade schools some drill in alphabetical arrangement; first of words thru the spelling lesson, then by use of indexes and a dictionary. The comparative arrangement Miss Hopkins gives of material in the last editions of Standard, Webster and Century dictionaries, is especially helpful.

In the chapter on "Guides to book selection" an untrained mind would be less confused if the trade catalogs were separated from the evaluated lists. This point can, of course, be brought out by the instructor thru Question 3 in the problems, yet a class in a summer library school, after using the United States Catalog and certain evaluated lists were perplexed when asked to state the most important difference between a trade-list and the A. L. A. Catalog. In a later edition the omission of dates to the "Guides" should be corrected.

It seems most encouraging that some high schools have reached so high a standard that public documents could be included in a course designed for their use. Group 8 considers the most useful and best known of these, but again, if this material is available, can provision be made for the great amount of practice work needed? A regular library assistant sometimes finds months necessary to gain the needful familiarity with government publications.

Whether we would or would not put some of this material into the work of the lower grades, whether we would or would not include public documents, schemes of classification or other details usually considered chiefly for professional use, the fact remains that within the covers of this little manual is material adaptable to the instructor's need,

wherever his work may lie, and for the individual student, librarian or man-at-large, an aid which will fill many educational demands.

MARY E. S. Root.

**MANN, MARGARET.** Subject headings for juvenile catalogs. American Library Association Publishing Board, Chicago. 113 p. \$1.50.

The purpose of Miss Mann's list of subject headings is clearly set forth in its title. It is intended to be used primarily in making a catalog of juvenile books and is not planned to take the place of any existing list. However, the style and form have been made consistent with the A. L. A. list prepared by Miss Briggs, thus allowing headings to be used interchangeably with the adult catalog.

Miss Mann's list will be indispensable in a school library or in a public library having a separate catalog of juvenile books. Small public libraries will also find it helpful in the choice of analytical headings and will welcome the inclusion of proper names which are so often difficult of identification or whose correct form of entry it is sometimes hard to find.

Every cataloger as well as every children's librarian should read the sound sense which Miss Mann incorporates in her introduction and even the cataloger's most captious critic must applaud when she says: "One should never be so enveloped in detail and system as to be unable to take a broad view of her field, nor should technique be allowed to thwart us in the making of a plastic and growing catalog."

Individual opinions will vary as to the reason for some of the headings Miss Mann has chosen and some will wonder why there is a cross reference from radium to X-rays and no reference from Manila to the Philippine Islands. These are minor details, however, and may well be ignored together with the few errors in proofreading which have slipped thru.

Miss Mann has achieved her own ideal of a children's catalog and has "put into it a combination of the technique of cataloging and a knowledge of literature as it is written for children."

GERTRUDE E. ANDRUS.

**BAILEY, ARTHUR L.** Library bookbinding. White Plains, N. Y.: H. W. Wilson Co. 248 p. D. \$1.25.

A very brief examination of this book will show that it is based on experience and not on mere opinions of how a book for library use should be bound. Both in title and contents it will at once invite comparison with

Dana's "Bookbinding for libraries." Altho Mr. Dana's comprehensive survey made it impossible for later books to avoid entirely some similarities in scope and treatment with the earlier work, and altho Mr. Bailey freely acknowledges both general and specific indebtedness, he has succeeded very well in keeping his own volume from being either a mere imitation or simply an expansion of Dana.

The author's consistency in confining himself to his professed scope,—that of binding for libraries for public use; constant emphasis on the necessity of common sense in judging what binding is best for any particular library; "up-to-dateness" in discussing processes and materials; and freedom from arbitrary decisions in detail are among the many admirable characteristics of the book. It is detailed enough to be of service to the largest libraries. It is simple enough in treatment to be a great help to the smallest library. Comparison with the lecture notes of a course of lessons in bookbinding which has developed during an experience of eight years with library school students, shows that Mr. Bailey has, to an unusual degree, anticipated the difficulties which confront the inexperienced. The characteristics of a well-bound book (p. 49); suggestions for reducing cost (p. 119); Records and routine (Chap. 9) and the very full chapter on Repairing, recasing, recovering, etc., are specific examples.

With all the ingenuity displayed in tabulating and discussing stray facts in other lines of library work, it is curious that no really adequate treatment of the principles involved in binders' titles is available. Such treatment may be difficult, but it is not impossible. Its practical utility is evident to anyone who examines the shelves of any library which is not strictly confined to fiction. Mr. Bailey's discussion of "Lettering" (p. 141-48) is so useful and sensible that one cannot help wishing that he had treated it even more fully and included more discussion of alternative treatments of periodicals, serials, and the like. One reviewer has already pointed out the desirability of an alternative treatment of periodical volume numbers. In the section on "Processes," Mr. Bailey has skillfully succeeded in giving the really important points of the technique of binding which the librarian must know in order to give intelligent directions. In the absence of any very satisfactory manual of American bindery practice it might have been worth while to note the fact that all of the English manuals mentioned in the "Reading list" (Appendix B) describe practices which

are often much at variance with those in vogue in the average American bindery and which, consequently, are often unsafe guides for detailed specifications for American librarians to follow. In other respects, the "Reading list" is excellent. The chapters in Hitchcock's "Building of a book," which deal with binding processes and materials, and Pfleger's "Bookbinding and its auxiliary branches" (1915) fall within the scope of the list and might profitably have been included. The "List of technical terms" which forms Appendix C is well selected, and in most cases adequate in its definitions. There are minor omissions (*e. g.* no indication of size designation under "sixteen mo" and "thirty-two mo") and occasional lack of minute accuracy (*e. g.* "Roxburgh binding"). Nevertheless, anyone with first-hand knowledge of the difficulty of compiling such a list is not inclined to be hypercritical about one as good as this. Mr. Bailey nowhere claims to have said the last word on library binding, but he has covered the field so well that it is not likely that any changes in the near future in either materials or methods of binding will make any elaborate supplement to his book necessary.

F. K. WALTER.

LAMB, GEORGE H. Lessons in arrangement and use of Carnegie Free Library, Braddock, Pa., prepared for high school students, 1915, 19 p.

SEVERANCE, H. O. A library primer for Missouri high schools, 1915, 30 p.

LESSONS on the use of the school library for rural schools, state graded schools, village and city grades, also for use in high schools in the giving of such library instruction outlined as has not been given in the grades. Prepared by O. S. Rice, Madison, Wis., State Dept. of Public Instruction, 1915, 135 p.

The editor of the *LIBRARY JOURNAL* has suggested that these three titles be reviewed together, presumably because they all relate to the broad topic "Libraries and schools," yet on closer examination each proves to have been prepared for a different purpose. The Braddock pamphlet is to help high school students to effective use of a public library (probably under direction of librarian or teachers), and it is the only one of the three titles which is to be placed in the student's hands. The Missouri pamphlet is to teach teachers to organize school libraries and incidentally it is meant to be serviceable to untrained librarians of small libraries. The Wis-

[September, 1916]

consin pamphlet is to teach the teachers to teach the pupils how to use school libraries. The Missouri and Wisconsin titles seem well adapted to their declared purposes, but as much cannot be said of the Braddock pamphlet. It is true that the Missouri pamphlet contains little not in Stearns or in Plummer's Hints, yet the very definite and peculiar local need warrants a separate primer and it is a satisfaction to find it so well done.

To particularize, the Braddock pamphlet makes a bad first impression from a dark-brown mottled cover which effectively dims, almost hides, the black in of the printed title. It sets down in great detail eight lessons, of which numbers 3 and 8 are unnecessary and unsuitable, being appropriate only for training beginners for library service. Indeed, too many recent compendiums for teaching school pupils how to use libraries reflect this unfortunate confusion of purpose and are longer and more technical than necessary, their authors having apparently forgotten that the pupils are not being trained for library service. The Braddock pamphlet offers no lesson on debating nor does it even mention this important School *vs.* Library activity for which in recent years a considerable number of excellent reference books have been prepared. The selection of books for Lesson 5 is not the best, the titles are not always typical or important. The *American Statesman's Year Book*, of which but one poor volume was issued several years ago, is given among the standard annuals; Moody's "Manual of corporations" and Thomas' "Register of American manufacturers" are scarcely of interest or value to high school students. Worse still, some works are cited by title only with the better known author's name omitted or to be guessed at, while in Lesson 7 titles of some well-known reference works are vague, inexact and in several cases misspelled.

The Wisconsin list also is prepared to meet local conditions, laws and institutions. The lessons are carefully grouped by grades and by subjects, and each is worked out very minutely with a wealth of explanatory text and examples. One looks in vain, however, for some statement as to how much time is required to carry out this extensive program, and when and just how it is to be filched from the crowded curriculum.

The work which these different publications are designed to advance is important and growing rapidly. The standard and best-known manuals probably are those by Miss Florence Hopkins, of Detroit, and Mr. Gilbert

Ward's "Practical use of books and libraries." Neither the best methods of articulating this work with the school program nor the wisest content of such library instruction are yet definitely settled and there is abundant field for such additional helps as are here under notice, provided only that they are thoroly well done.

### Librarians

**ALFORD**, Helena B., who for five years has been librarian at the Beardsley Memorial Library in Winsted, Ct., has resigned to take a position in the Hartford Public Library.

**ALLEN**, Maude E., N. Y. State Library School, 1915-16, has been appointed library inspector and instructor for the various county normal schools of Michigan.

**ALLSEBROOK**, Anna, has resigned her position as assistant at the Decker branch library in Denver, Colo., and has been appointed librarian of the library at Coronado Beach, Cal.

**BAILEY**, Beulah, B.L.S., N. Y. State Library School 1915, has gone to the Forbes Library, Northampton, Mass., to assist in installing the Clarke Library.

**BIRCHOLDT**, Harriet N., N. Y. State Library School 1914-15, has succeeded Miss Thompson as librarian of the Bureau of Public Discussion, Extension Division, Indiana University.

**BLESSING**, Arthur R., N. Y. State Library School 1917, spent part of the summer as assistant in Cornell University Library.

**BLODGETT**, Evelyn M., Vassar 1909, Pratt 1911, has been promoted to a position as acting head of the cataloging department of the University of Washington Library, in the place made vacant by Miss Florence Currie's resignation.

**BURPEE**, Lawrence J., an Ottawa librarian, has written a biography of Sandford Fleming, a railway engineer who took an active part in the development of Canada. The life of Mr. Fleming, because of his connection with the building of the Northern Railway, the Intercolonial Railway and the Canadian Pacific and his work with the Canada-Australian cable, is an important addition to our knowledge of Canadian history.

**CASE**, Elizabeth, has been elected librarian of the Dennis Library, Newton, N. J., to suc-

ceed Miss Mary E. Cooke, who has tendered her resignation to take effect November 1.

COOPER, Isabella M., B.L.S., N. Y. State Library School 1908, has resigned the headship of the sociological department of the Brooklyn Public Library to become librarian in charge of the Central Circulation branch of the New York Public Library.

CRAMPTON, Susan C., N. Y. State Library School 1902, conducted the course in reference work at the Simmons College Summer Library School.

CUDEBEC, Bertha M., N. Y. State Library School 1917, has been appointed assistant in the New York State Library.

CURRIE, Florence Baxter, B.L., Milwaukee-Downer, 1904, B.L.S., Illinois, 1906, chief of the cataloging department the University of Washington Library in Seattle from 1908, has resigned to accept a position in the same department in the University of Minnesota Library.

DAVIS, Earle H., of Lincoln, Neb., has been appointed legislative librarian by Governor L. B. Hanna to take the place of I. A. Acker, resigned. Mr. Davis has had experience in similar work in Nebraska, Wisconsin and Missouri.

DEUTSCHBEIN, Marie E., a graduate of the Training School of the Los Angeles Public Library, has been appointed librarian of the Coburn Library of Colorado College in Colorado Springs.

DUNN, Roscoe L., N. Y. State Library School 1915-16, has been appointed assistant in the Boston Museum of Fine Arts.

EDWARDS, Eleanor M., N. Y. State Library School 1911-12, has resigned her position as reference librarian at the Silas Bronson Library, Waterbury, Ct., and will go to the New York Public Library as assistant in the reference accessions division.

EDWARDS, Gertrude, has gone to the Parmly Billings Memorial Library in Billings, Mont., as children's librarian. Miss Edwards is a trained kindergartner and a graduate of the Pittsburgh Training School for Children's Librarians. She has been an assistant in one of the Pittsburgh branches and for the past four years has been children's librarian at La Crosse, Wis.

EDWARDS, Mrs. Sarah S., N. Y. State Library School 1915-16, has succeeded Isabella M. Cooper as librarian of the sociological department of the Brooklyn Public Library.

EMERSON, Ralf P., B.L.S., N. Y. State Library School 1916, began his duties as executive secretary to the librarian of the Carnegie Library of Pittsburgh in July.

FINNEY, Byron A., who has for twenty-five years served as reference librarian of the University of Michigan Library, will be retired upon a Carnegie pension on October 1. Mr. Finney is a graduate of the university in the class of 1871. After a business career, he went to the university in the fall of 1891, and has held the office of reference librarian continuously since then. His services have been marked by great fidelity and energy. Mr. Finney is an active member of the Michigan Pioneer and Historical Society, of the American Historical Association, of the American Library Association, of the Bibliographical Society of America and of several other organizations, to whose proceedings he has contributed various papers. He will employ the leisure which his retirement affords him in the prosecution of certain bibliographical undertakings, on which he has been long engaged.

FRANK, Mary, has resigned the position of librarian of the Everett Public Library, Everett, Wash., to accept the position of librarian of the Rivington St. branch of the New York Public Library.

GADILHE, Jeanie, has been appointed assistant in the Birmingham (Ala.) Public Library.

GARY, Mrs. Minette B., has resigned her position as librarian of the Warsaw (Ind.) Public Library.

GODARD, George S., librarian of the Connecticut State Library at Hartford, received the honorary degree of Master of Arts at Wesleyan University in June.

GREENE, Doris, for three years cataloger in the Coburn Library, Colorado College, Colorado Springs, has resigned and has accepted a similar position in the Public Library of Superior, Wis.

HATHAWAY, Francis P., for twelve years binder of the John Carter Brown Library at Providence, died in that city after a few hours' illness, on August 16, in the seventy-

first year of his age. He was an old-time master of his honorable craft. He was foreman of the bindery of the Boston Public Library under Justin Winsor. At one time he had a bindery in the basement of the Boston Athenaeum. At different periods he had his own private bindery in Boston, and numbered among his patrons most of the famous people that are associated in the public mind with that city in the last third of the previous century. He contributed to the Boston conference of the A. L. A. in 1879 a paper on "Bindings of a public library," which was published in the fourth volume of the *LJ*. In the John Carter Brown Library he did all his work himself and enjoyed the enviable opportunity of living up to his ideals of craftsmanship. The books that he bound there form a monument both to his own skill and to American attainment in the craft, as distinguished from the decorative art of book-binding.

**HULL**, Edna M., Mt. Holyoke 1907, B.L.S., New York State Library School 1916, has been appointed first assistant cataloger in the University of Washington Library at Seattle.

**IVES**, William, died in Buffalo, Aug. 21, in his hundredth year. He was one of the founders of the A. L. A., attending the first meeting in Philadelphia in 1876, and a telegram of greeting and remembrance was sent him by the members of the A. L. A. at the Asbury Park conference in June. Mr. Ives was librarian of the Buffalo Public Library for 52 years, retiring at the close of 1904, at the age of 88. He saw the library grow from a small subscription library, with 500 volumes and a restricted circulation, of which he was the sole custodian, to a large city institution, with branches, delivery stations, and a staff, when he retired, of nearly a hundred. During the last year of his relations with the library he was practically librarian emeritus, active charge of the administration being in the hands of the library superintendent, but his familiarity with the library's resources and his wide acquaintance with the public made his association with the institution of value both to the staff and to the public.

**LAWS**, Helen M., N. Y. State Library School 1916, has received an appointment as head cataloger in Wellesley College Library.

**LEWIS**, Emma, has resigned her position as librarian of the Wallingford (Ct.) Public Library.

**LOVE**, Cornelia S., N. Y. State Library

School 1917, has been appointed assistant in the Educational Extension Division of the University of the State of New York.

**MEYER**, Amy, of Red Wing, Minn., has been selected by the trustees of the William K. Kohrs Memorial Library, Deer Lodge, Mont., to fill the vacancy caused by the resignation of the librarian, Miss Ruth Stetson.

**MONTGOMERY**, Thomas L., state librarian of Pennsylvania, has edited the reissue of the volumes on the "Frontier forts of Pennsylvania," first published in 1895 as the report of a special commission appointed in 1893 to determine the number and location of the forts erected against the Indians before 1783 and the desirability of erecting suitable tablets to mark their sites.

**NORTON**, Vira, has been appointed librarian of the library of the Hebrew Orphan Asylum, 373 Ralph avenue, Brooklyn, N. Y.

**PHELPS**, Edith Allen, librarian of the Carnegie Public Library of Oklahoma City, Okla., since Feb. 1, 1905, has resigned her position, effective Sept. 15. She has not yet accepted a position elsewhere.

**POPE**, Mildred H., N. Y. State Library School 1915-16, has been appointed librarian of the Albany Free Library.

**PRICE**, Marian, B.L.S., N. Y. State Library School 1916, began her duties as librarian of the Carnegie Free Library of McKeesport, Pa., July 17.

**TEMPLE**, Truman R., Pratt 1916, has taken up his duties as librarian of the Leavenworth (Kan.) Public Library.

**WARD**, Annette P., has been appointed reference librarian of the Oberlin College Library, and enters upon her duties Sept. 1. Two years ago Miss Ward resigned the librarianship of the Western Reserve Historical Society at Cleveland, and spent the next year on the Pacific Coast. For the past year she has been in New York filling temporary positions in both the reference and circulating departments of the New York Public Library.

**WEBB**, William, B.L.S., N. Y. State Library School 1916, has been appointed sub-librarian of the Legislative Reference section, New York State Library.

**WINSLOW**, M. Amy, N. Y. State Library School, 1916, has been appointed first assistant in the East Liberty branch of the Carnegie Library at Pittsburgh.

# THE LIBRARY WORLD

## New England

### MAINE

*Jay.* Announcement has been made that the town of Jay is to be presented with a fine library building in memory of the late Viranus Niles, by members of the family, and that the building will be located in North Jay, opposite the Universalist parsonage, on what has been long known as the Gustavus Keyes place. The building will be of stone, modern in every respect, and work will be begun on it as soon as arrangements can be made.

*Steep Falls.* The long promised Public Library building is being erected, the foundation work going on rapidly. The cost of the building is estimated at \$16,000. It is to be constructed of granite and birch.

### NEW HAMPSHIRE

*Dover P. L.* Caroline H. Garland, lbn. (33d ann. rpt.—yr. ending Dec. 31, 1915.) Accessions, 1437; withdrawn, 208; total, 44,275. Circulation, 76,848. New registration, 428; total, 15,840. Receipts, \$6260.66; expenditures, \$6017.21, including \$1108.49 for books, \$288.76 for periodicals, \$358.34 for binding, \$2693.95 for salaries.

*Manchester City L.* F. Mabel Winchell, lbn. (Rpt.—1915.) Accessions, 4003; withdrawals, 1051; total, about 77,000. Circulation, 150,043. New registration, 3466; total, 11,997. Receipts, \$40,618.92; expenditures, \$39,819.68, including \$3371.65 for books, \$656.76 for periodicals, \$429.31 for binding, \$9479.51 for salaries. The open shelf room has aided in increasing the circulation, which gained 36 per cent. over 1914. The growth of the delivery stations has been rapid; at the first station to be opened the increase in circulation over 1914 was 41 per cent., in registration 63 per cent., and at West Manchester the circulation gained 76 per cent. and the registration 198 per cent. As a result of the open shelf system 57 less books were unaccounted for than in 1914. A second and enlarged edition of "Home reading for high school pupils" was issued and the price kept at ten cents. A new field of activity was developed in club rooms and lecture halls. Ninety-nine gatherings were held during the year, the attendance aggregating a little over 3000.

### VERMONT

*Brattleboro.* Thru the recent death of Miss Susan J. Fox the Brattleboro Free Li-

brary comes into an inheritance of \$3000, the income of which is to be used in the purchase of books. The money was left by the late Rev. Frederick Frothingham, formerly pastor of the Unitarian church here, on condition that Miss Fox and her sister should enjoy its income during their life.

### MASSACHUSETTS

*Boston.* Chinese students at the Massachusetts Institute of Technology are trying to keep in touch with the Chinese who have settled in the city of Boston, and keep up a Chinese library and reading room which may be approached by either Oxford street or Oxford place. The library is open at stated hours, and the key is to be had at other times at a neighboring house. Chi-Che Chu, now a senior, suggested the establishment of the library. The general movement on the part of students dates back to 1912, when Technology and Harvard men established a Chinese Welfare Association. Students working for the library then collected \$60 to \$70, with which the first accession of books, 700 or 800 in number, was procured. Recently the Chinese merchants who have tested out the benefit of the plans have subscribed about \$100 and this will be devoted to other books, so that in a short time there will be perhaps a couple of thousand volumes at the disposal of Chinese readers.

*Boston.* The College of Business Administration of Boston University moves this month to the Walker Building occupied for many years by the Massachusetts Institute of Technology. The new quarters will allow the additional space which has been so sadly needed in the former location and the library will be better able to meet the demands made upon it. A radical departure will be the formation of commercial museums to supplement the printed material in the library. A student may study a process and then by visiting the museum see objectively just how that process takes place. The Advertising Museum will contain specimens of every kind of publicity with special divisions for the various industries. The Commercial Museum will have specimens of products of various foreign countries and, in addition, exhibitions of American productions. The librarian, Ralph L. Power, will remain in charge and an additional service will be undertaken by allowing free access to all available material to the business men and investigators. The library, which is for reference only, contains a compre-

hensive selection of works in numerous branches of business and standard reference works, as well as a collection of state and national government publications all made easily accessible. Hundreds of pamphlets are being cataloged to supplement the material in books and the keynote of the administration will be to be of practical service to the active business interests of the city. This should be the more appreciated because of the lack in the city of Boston of a general business library available to the public.

*Cambridge.* The city council has passed an order making formal application for a Carnegie Library donation for North Cambridge, and pledging itself to purchase a site for the library should the donation be secured.

*Chelsea P. L.* Medora J. Simpson, lbn. (46th ann. rpt.—yr. ending Dec. 31, 1915.) Accessions, 1238; withdrawn, 47; total, 17,524. Circulation, 103,215. New registration, since July 1, 1915, 3447. Receipts, \$17,121.59; expenditures, \$9909.07 including \$1170.03 for books, \$211.76 for periodicals, \$5100.51 for salaries.

*Lynn.* With simple ceremonies the cornerstone of the Carnegie branch library, which is to be built in the Breed school yard, Western avenue, West Lynn, was laid Aug. 17 by Mrs. Elizabeth L. Mead, who is to be librarian of the new branch when completed.

*Lynn P. L.* Harriet L. Matthews, lbn. (53d ann. rpt.—yr. ending Dec. 31, 1915.) Accessions, 4390; withdrawals, 1832; total, 102,302. Circulation, 270,876. New registration, 3066; total, 17,893. Receipts, \$28,000; expenditures, \$27,999.90, including \$4320.88 for books, \$682.04 for periodicals, \$1933.15 for binding, \$10,554.32 for salaries. Beginning in March a story hour was given for children under 10 years of age. In the room for the blind six people have been taught English Braille and one pupil instructed in American Braille.

*Medfield.* At a special town meeting held July 20 it was unanimously voted to accept the gift of a new brick building for a public library to be erected on the southeast corner of Main and Pleasant streets by Granville F. Dailey of New York city, and a committee of three was appointed to draft resolutions to forward to Mr. Dailey thanking him for the gift.

*Millbury.* The new Public Library building, to which the Carnegie Corporation donated \$12,500, was completed in July. The library is always closed in August, and during that month it was expected to move the books and

fixtures from the old quarters in the town hall to the new building. The building is of one story with a basement, built of red and extra dark red brick, with white granite steps.

*Needham.* Five pages of *The Brick Builder* for July, 1916, are devoted to illustrations, plans, and details of the Needham Public Library.

*Newton.* The Newton Free Library has recently received \$5000 in cash and securities from the executors of the will of Miss Mary Shannon, who died April 19, 1901, leaving a total of \$126,000 to public institutions. This bequest to the Newton Free Library makes the total of trust funds now held by the library amount to about \$26,000. Aside from these there is \$600 received annually from the Read Fund, which is to be used for the purchase of books of a general nature.

*Taunton.* The sum of \$40,000 has recently been released for the use of the Public Library. Provision was made in the will of S. S. Cobb, formerly one of the most prominent citizens, who died about twenty-five years ago, that this amount should be set aside for the life use of certain individuals, and that upon their death it should revert to the library. The library has already secured a city appropriation to provide another much needed story in its stack room, and the income from this bequest will probably be used for the purchase of books.

*Woburn P. L.* George H. Evans, lbn. (Thirty-seventh ann. report—year ending December 31, 1915.) Accessions, 1027; withdrawals, 1278; total, 47,871. Circulation, 71,140. New registration, 970; total, 3868. Receipts, \$7567.74; expenditures, \$7563.64, including \$123.95 for books, \$191.75 for periodicals, \$281.37 for binding, \$3345.01 for salaries. An undertaking of the year was the indexing of the files of Woburn newspapers covering the years 1840 to date, with the exception of the period 1848-1857 inclusive.

*Worcester F. P. L.* Robert K. Shaw, lbn. (Report—year ending Nov. 30, 1915.) Accessions, 12,533; withdrawals, 4358; total, 227,843. Circulation, 68,085. New registration, 6255; total 32,851. Receipts, \$74,752.22; expenditures, \$72,282.79, including \$13,156.11 for books, \$1771.55 for periodicals, \$4672.40 for binding, \$39,980.20 for salaries. There was an increase in all branches of children's work; of 3.8 per cent. in the main room, 13 per cent. in school deposits, 12 per cent. in school deliveries. The three branch libraries, opened in February, 1914, added over 25 per cent. to the home and school circulation.

## RHODE ISLAND

*Providence.* The Providence Public Library will receive \$2500 as a result of a bequest in the will of the late Newton D. Arnold, filed for probate Aug. 18.

## CONNECTICUT

*Bridgeport.* The directors of the Bridgeport Public Library have contracted for the acquirement of property at the corner of Kosuth and Jane streets on the East Side and on Main street, just north of North avenue, upon which buildings will be erected to be used as branch libraries. The city gave the library \$25,000 with which to make the purchase and the directors have kept within that figure. The property in the North End which has been purchased for library purposes is 100 feet by 140 feet and the East Side property is 145 feet by 180 feet.

## Middle Atlantic

## NEW YORK

*Carthage.* The contract for construction of the new Corcoran Memorial Library building was formally awarded in July. All the bids received exceeded the \$15,000 bequeathed by Mrs. Martha Corcoran for the building, and some changes will be made in the material called for.

*Ellenville.* Architect Frank E. Estabrook, of Newburgh, has been awarded the contract for the erection of a library and hall for the Ellenville W. C. T. U. The W. C. T. U. of Ellenville had about \$60,000 left to it by Mr. Hunt to be used for their benefit with a request that it be used in a building, and the plans are that the building be constructed on a plot of land 200 by 300 feet in size, on Canal street, opposite The Inn. The library for village use will have its entrance on one side, the main library room being 35 by 20, reference room, 12 by 30, and a two story stack room. The main building will be entered on the opposite side, and will include a reception room, dining hall, kitchen, wash rooms, etc. A stage will be provided for and the two rooms, dining hall and reception room, will be thrown into one large auditorium capable of seating 300 persons by removal of a partition. Under the building provision will be made for a bowling alley, gymnasium and lockers.

*New York City.* A new handbook of the New York Public Library has been put on sale in the library and branches at 10 cents a copy. Twenty-five thousand copies were

printed in June and were distributed free at the A. L. A. and N. E. A. conferences to all registered members. A full description, freely illustrated, is given of the Central Building, together with chapters on the work of the circulation department, a historical sketch of the library, and much other interesting matter.

*New York City.* In the July *Bulletin* of the New York Public Library is the first instalment of a "History of the New York Public Library" by Harry Miller Lydenberg, the chief reference librarian. This first instalment is devoted to an account of the inception and formation of the Astor Library, the first in point of time of the various elements from which The New York Public Library of the present day has been evolved. It is illustrated with likenesses of Mr. Astor and of Mr. Cogswell, so closely associated with the library's early history, and with a view of the library building as it appeared in 1854. Succeeding issues of the *Bulletin* will carry on the story of the Astor Library, and also describe the growth of the Lenox Library, the Tilden Trust, the New York Free Circulating Library, and the other early circulating libraries of the city.

*Sackets Harbor.* Because the trust fund created under the will of Mrs. Marietta Pickering Hay, late of Tarrytown, for the maintenance of a library in the tower of the Presbyterian church at Sackets Harbor has suddenly grown from \$3000 to \$40,000 owing to a rise in value of certain stocks, Walter H. Camp, of Watertown, the trustee, has brought a suit in supreme court to have the provisions of the will construed, and ascertain if it will be possible to build and maintain a separate library building. On Nov. 12, 1900, Mrs. Hay, who had long been a summer visitor at Sackets Harbor, arranged to contribute a tower and set of chimes for the church, and to provide a library in the tower, the church to agree to keep the tower free from debt and maintain the library. At her death, May 15, 1901, she left a will creating a trust fund whose income should be used for the purchase of books and works of art for the library, to be known as the Pickering and White Library, in memory of her parents.

*Seneca Falls.* When the time arrives, the latter part of September, for placing the corner-stone of the new Mynderse library, the officers of the library desire to have the principal address made by Rev. H. N. Denslow, a former rector of Trinity Episcopal church and the man who was the first president of the

**Seneca Falls Public Library Association.** The construction of the building, above the foundation line, was started Aug. 15, under the direction of Architect I. Edgar Hill of Geneva.

**Sherrill.** The Sherrill Free Library will probably be moved into new quarters within a short time, as the present quarters in the post office are not large enough. In the will of Mrs. H. E. Joslyn of Kenwood, who died last summer, is a bequest for \$15,000 to be used in the erection of a public library for the people of Sherrill and Kenwood. The library now has over 3000 volumes.

**Southampton.** The story of the Rogers Memorial Library, from its foundation in 1893 to May 31 of the present year, has just been published in pamphlet form. It is an interesting narrative and suggestive as to how great a boon such an institution is in a country village. Recent alterations to the building have added greatly to the efficiency of the library, and also afford a place for the display of historical specimens relating to the history of the Village of Southampton, shown under the auspices of the Colonial Society.

**Syracuse.** A conference has been held between the trustees of the Syracuse Public Library and City Engineer Henry C. Allen and Superintendent of Schools Percy M. Hughes relative to placing the North Side Library in the new Franklin school. The trustees are in favor of the plan, and formal action will be taken at an early fall meeting. In the plans for Franklin School provision has been made for a library space of 1800 square feet on the street floor, which will be separate from the school proper with a private vestibule entrance so that it can be used the year round. The present North Side Library is in leased property at Townsend and Ash streets, and the lease expires September 1, 1917. The removal of the branch from its present location to the new Franklin School will take it from a business district to more of a residential section, and this is believed by many to be a good move. Principal Charles E. White is in favor of the change.

**West New York.** A new library is to be opened in the Town Hall, and steps have been taken toward the installation of shelves and other furniture.

#### NEW JERSEY

**Hackensack.** The addition and repairs to the Johnson Public Library building, which have been under construction for nearly a year, were completed early in July, and the public

was invited to inspect the remodelled building July 8. The addition consists of a new stack room about 50 x 35 feet in size, which when filled will accommodate about 55,000 volumes. The old stack room has been converted into a commodious and attractive reference room, the second floor is the children's room, and a spacious room in the new part over the stack room is assigned to the Historical Society for their collection. On July 4 the Library Association, composed of ladies who several years ago had charge of the Hackensack Library, presented the library with a large flagpole and flag.

**Jersey City.** An appropriation of \$25,000 to purchase a site for the Hudson City branch of the Jersey City Public Library was made by the city commissioners July 25.

**Morristown.** The old library and lyceum property in South street was sold July 24 at sheriff's sale to the Morristown Library and Lyceum, complainants in a foreclosure proceeding against the Lyceum & Realty Co., on a bid of \$10,000. The claims aggregated nearly \$25,000. The Lyceum & Realty Co., which was organized to control the property, did considerable work on the burned library building a year ago, remodeling it for a theater.

#### PENNSYLVANIA

**Pittsburgh.** The Carnegie Institute and Library of Pittsburgh has issued a little illustrated booklet descriptive of its building. Included in it are an article by Mrs. Elizabeth Moorhead Vermorcken, reprinted from the *Outlook* of Sept. 26, 1908; notes on John W. Alexander's mural decorations, by Mrs. Alexander; a few facts about the library and its departments, and a schedule of library hours. The library has also issued a second edition, revised to May 1, 1916, of its "Index to the classified catalog of the technology department."

**Pittsburgh.** Carnegie L. Harrison W. Craver, lbn. (Rpt.—yr. ending Dec. 31, 1915.) Accessions, 17,163; withdrawals, 14,111; total, 422,201. Circulation, 1,355,980. New registration, 15,833; total, 113,659. Receipts, \$245,576.12; expenditures, \$206,338.80 including \$9332.65 for books, \$5604.65 for periodicals, \$121,035.84 for salaries. A reduction of \$50,710 in the appropriation made by the City Council necessitated drastic curtailment in all branches of library work; 43 branches were discontinued, the purchase of books reduced, and the staff diminished. Special emphasis was laid

on the work with schools; the circulation in the schools division increased 33 per cent. during the year.

*Wilkes-Barre.* Osterhout F. L. Myra Poland, lbn. (Twenty-seventh ann. report—1915.) Accessions, 3064; withdrawals, 1742; total, 46,587. Circulation, 166,932. Total registration, 18,772. The number of books circulated for school use from the adult department was 328, and of musical scores 1100.

### The South

#### VIRGINIA

*East Radford.* A considerable addition is being made to the library of the Radford Normal School. The United States government has made the library a depository for government publications.

#### GEORGIA

*Atlanta.* Carnegie L. Tommie Dora Barker, lbn. (Report—year ending Dec. 31, 1915.) Accessions, 9961; withdrawals, 2690; total, 73,711. Circulation, 371,951. New registration, 6425; total, 62,603. Receipts, \$34,805.07; expenditures, \$34,805.07 including \$9150 for books and periodicals, \$800 for binding, \$17,460 for salaries. A new branch building to be known as the South Branch was constructed during the year at a cost of \$17,000.

#### LOUISIANA

*New Orleans.* At the July meeting of the Public Library board a committee was appointed to confer with the municipal authorities relative to obtaining a proper site for another branch library in the upper section of the city, and it is expected that a campaign for such a branch building will be formulated presently.

### The Central West

#### OHIO

*Cincinnati.* Curtis G. Lloyd, chemist, and one of the founders of the Lloyd Library and Museum, is planning a new building to be put up at the southwest corner of Court and Plum streets. It will be of four stories and basement, and will adjoin the present structure. The new part, planned by Tietig & Lee, architects, will be used for library purposes. It will be 225 by 50 feet and of mill construction.

*Cleveland.* The present excellent condition of the bond market added \$53,220 to the building funds of the new public library, that amount being bid Aug. 2 for the \$2,000,000

issue approved by a referendum vote in 1910. Harris, Forbes & Co., of New York, were awarded the bonds.

*East Liverpool.* Plans for the new Public Library are now in the hands of the Carnegie Corporation. The location for the new library is at the corner of Ninth and Main streets on property escheated the state and later deeded to the city for library purposes by an act of the legislature, being the property of the late Gen. Reilly. The lot is 50 x 100 feet.

#### INDIANA

*Anderson.* An Indiana room has been opened at the Anderson Public Library. It has been provided with two hundred and eighty volumes, works of Indiana authors, and books on Indiana history. The walls of this room are adorned with portraits of famous men of Indiana.

*Gary P. L.* Louis J. Bailey, lbn. (Rpt.—1915.) Accessions, 11,958; withdrawals, 1587; total 53,566. Circulation, 360,847. New registration, 4,068; total, 13,186. Receipts, \$42,835.97; expenditures, \$32,731.84, including \$6469.03 for books, \$823.66 for periodicals, \$950.51 for binding, \$12,343.02 for salaries. About 300 music rolls were purchased in 1915, making a total of 567; the circulation was 4847. The circulation of pictures was 22,426, of lantern slides 5125. The use of the club room and auditorium more than doubled during the year, the attendance reaching a total of 14,041; beside the regular meetings of 21 organizations there were 75 others at the main library and several more at the Hobart branch. During the year the library extended its service to two more townships, now serving over one quarter of Lake county.

*Indianapolis.* Sentiment is growing in favor of naming the new Public Library building after James Whitcomb Riley, whose generous gift of ground in a large measure made possible the new building. Under a state law passed by the last Legislature, the building has been designated as the Central Library of Indianapolis, but this could doubtless be easily changed. A room devoted to the children's books has been designated the "Riley Room." As an added testimonial of love from the school authorities and more particularly the school children, a fund was raised recently with which massive bronze doors will be put at the main entrance of the building, the gift of the children. The fund was raised by personal contributions, each pupil in some manner earning the amount contributed. March 24.

the occasion of the laying of the corner stone at the new building, was turned into a Riley tribute. Although Mr. Riley was at his winter home at Miami, Fla., he sent a greeting to his friends and the big stone was laid in place by Edmund H. Eitel as the personal representative of the poet. Meredith Nicholson was one of the principal speakers. More than 2000 school children formed a chorus, which sang the "Messiah of nations," the words of which were written by Mr. Riley and the music by John Philip Sousa. The cornerstone contained, in addition to many papers and documents, an unpublished stanza in Mr. Riley's original manuscript of the poem "No boy knows when he goes to sleep." The stanza was discovered by Mr. Riley and given to the school board officials along with a leather bound copy of "The rhymes of childhood." The original manuscript of the poem "The book of joyous children" also was given to the school authorities to inclose in the box, but it was left out and has been framed. It will occupy a conspicuous place in the new library.

*Valparaiso.* The new \$25,000 building, the gift of the Carnegie Corporation to Valparaiso and Center Township, was formally opened on the evening of May 26. Prof. B. F. Williams gave the dedicatory address. E. L. Tilton, of New York, was the architect.

#### ILLINOIS

*Evanston.* The Library of Illinois has received a notable gift of ninety-eight volumes from Albert M. Todd of Kalamazoo, Michigan, consisting of early editions of English literature and of the classics. Many of the volumes have been bound by famous London bookbinders.

#### The Northwest

##### IOWA

*Dubuque.* An "Allison room" is to be opened at the Carnegie-Stout Free Public Library. The room, which is on the second floor, will contain the collection of some three thousand volumes from the library of the late Senator William B. Allison, a gift to the library from Mrs. Jennie A. Brayton. The room has been redecorated for the purpose, and the library table, some of the walnut bookcases from Senator Allison's own library, and the chair which he used during the years that he was in Congress have been placed there. The books will not be placed in general circulation, but may always be used within the room.

#### MONTANA

*Hamilton.* The Carnegie Library was formally opened in July by the Hamilton Woman's club, who held an "at home" at the library building. A book shower was a feature of the event.

*Helena.* *State Law L.* Ashburn K. Barbour, Ivn. (Biennial report for 1913-1914.) The accession of 2083 bound volumes during the biennial period represents one of the largest growths of the library during any like period in its history. The library has kept well abreast of the times in current text-books, reports, session laws and statutes, and legal literature in general, but its subscriptions to law journals are limited to twenty. The board has renewed its recommendation for added book stacks and suitable furniture for the reading room.

#### The Southwest

##### KANSAS

*Topeka.* The cornerstone of the new \$100,000 Masonic Library was laid July 21. A thousand Masons were present, but the attendant ceremonies were more simple than usual on account of the excessive heat of the day.

*Wichita.* The library board has asked the city commission to increase the library levy from \$7500 to \$10,000. According to the contract with the Carnegie Corporation the city must appropriate at least \$7500 a year to run the institution. This will be the second year under the library board. The city commission last year fought the library board in the courts on the theory that it would spend too much money, not being responsible to the people for levying the tax.

##### TEXAS

As a result of the joint meeting of the legislative committee of the Texas Library Association and the Texas Federation of Women's Clubs, held in Austin July 20, a number of important recommendations were made to the next legislature relative to the county library law. The committees recommended the increase of the county library tax from 5 mills on the \$100 to the maximum of 5 cents on the \$100; the provisions for the certification of county librarians by a state board of library examiners; the requiring of only 100 qualified voters to sign the petition calling for an election to vote for or against a country library instead of the 25 per cent. required in the present law; a

straight majority instead of a two-thirds vote in favor of the establishment will carry the election; and the elimination of the section in the present law permitting a city library to become a county library. Besides these changes, many minor recommendations were made, but none of these affect the purpose of the present law, which is to provide rural communities with as good library facilities as the cities now enjoy. Before presentation to the next Legislature these recommendations will be presented to the next annual meeting of the Texas Library Association for approval.

*Galveston.* Rosenberg L. Frank C. Patten, lbn. (Rpt.—1915.) Accessions, 2341; withdrawals, 2965; total, 56,564. Circulation, 72,463. New registration, 1575; total, 11,941. Receipts, \$30,917.73; expenditures, \$28,724.26, including \$2832.86 for books, \$698.96 for periodicals, \$574.28 for binding, \$12,236.23 for salaries. The attendance at the 26 lectures of the 11th season was about 11,500. The removal of the children's department from the main floor to the second floor proved successful; loans for that department increased 19½ per cent. during 1915.

#### COLORADO

*Colorado Springs.* The private library of Miss Amanda R. Bell, who died about two years ago, was recently given to Coburn Library, Colorado College. The gift comprised 860 volumes, mostly of standard literature, and English and American works in literature, and a large collection of lives of noted women writers. The library has recently acquired by exchange with the Library of Congress, bound files of the *New York Tribune* and *The Boston Transcript* during the Civil War, anti-slavery weeklies during the 40's and 50's, and several volumes of *The Rocky Mountain News* during the 70's.

*Fort Collins.* The Agricultural College Library has opened a new reading room, which has long been needed. This room is 50 by 80 feet, and has seating room for about two hundred. The semi-indirect system of lighting has been installed and has proved both beautiful and practical. One feature of the work in this library has been the growing demand for extension work, both in the state and outside. This demand has been particularly for material on agriculture and domestic science.

#### ARKANSAS

*Little Rock P. L.* Dorothy D. Lyon, lbn. (6th ann. rpt.—yr. ending Dec. 31, 1915.)

Accessions, 2575; withdrawn, 231; total, 21,602. Circulation, 102,599. New registration, 1882; total, 11,654. Receipts, \$7323.58; expenditures, \$1508.74 for books, \$159.95 for periodicals, \$465.85 for binding, \$3925.10 for salaries. The circulation has increased 121 per cent. in 5 years.

#### The Pacific Coast

##### OREGON

*Hermiston.* Plans are now being drawn for a one-story library building, with stucco exterior, tile walls and frame interior, to be erected at Hermiston. The cost will be defrayed by the Carnegie Corporation.

##### CALIFORNIA

*Alameda.* The city council has been requested by the board of library trustees to advertise for bids for the construction and remodeling work necessary to install a children's room in the library.

*Grass Valley (Nevada Co.).* Grass Valley's new Carnegie library building has been opened to the public. The upper or main floor of the building, occupying a space 36 x 70, is to be used exclusively for library purposes. In the basement are the women's rest room, work room, class room, room for men, file room and assembly hall, the latter occupying the larger space. The building is constructed of tile and is of colonial design.

*Los Angeles.* An item in the *Los Angeles Examiner* says that controversy has arisen over a plan presented to the Board of Education by Librarian Everett R. Perry to have the city establish a library of children's books in each school building, in return for which the Board of Education is to give \$10,000 to the City Library for the purchase of new books. Superintendent Francis, who formerly partly endorsed the plan, in July submitted a report to the Board, saying that he is opposed to it. Superintendent Francis says he does not favor the plan because the experience of the schools with the city library in former years, "when the school funds were placed at the disposal of the city library, which was supposed to serve the needs of the schools," was "highly unsatisfactory, and the work has greatly improved since the change was made." He says further that if the funds were divided it might result in "a disintegration of the school library." Miss Charlotte Casey, librarian of city schools, has also written to the board protesting against the request of the city library, likewise stating that it proved unsuccessful and the school

library has grown and become more useful to the schools by its increase from 16,000 volumes to 163,000. The matter was referred to a special committee to be appointed and to the law and rules committee.

*Red Bluff.* The board of supervisors has voted to establish a county free library. It is likely that the tax levy to carry out the plan will be about 3 cents on the \$100, and the state law provides that the county librarian for Tehama county shall be paid a salary of \$100 a month. The appointment will be made by the supervisors, but the librarian must be an experienced one, who has passed successfully an examination by the board of state library examiners. The library may be in operation by October, and it is believed there will be ample room for the county free library at the Herbert Kraft Free Library.

*Redlands.* A. K. Smiley P. L. Artena M. Chapin, Libn. (22d ann. rpt.—yr. ending June 30, 1916.) Accessions, 1629; total volumes, 29,388. Circulation, 115,591. Reference use of library is made constantly by University of Redlands and High School students, but no record is kept. New registration: adults, 701, children, 270, renewals 56; total, 5709. During the past year a thoro weeding out of cards not in active use was made and 3097 names were crossed off the list. This reduces the membership somewhat in comparison with past years but is more accurate: Reading room attendance is kept on Sundays and holidays only. This amounted to 13,020. Receipts \$10,477.53; expenditures, \$10,465.69, including \$1458.69 for books, \$544.85 for periodicals, \$586.76 for binding and \$5445.48 for salaries.

*Sacramento.* The city council expected to advertise for bids on the new library building the latter part of August, and it is expected that the work on its construction will be well under way before the end of the year.

*Watts.* A resolution was passed in July which gave over the city library to the supervision of the county. This move was made after some months of deliberation and discussion, the reason being that the city funds were not sufficient to maintain the library without help from the county board. There has been some opposition to the move, however, the Women's Improvement Club having circulated a petition in protest. The library was built under a Carnegie grant, it being stipulated that the city should furnish \$80 per month for the upkeep. This was felt to be too severe a drain upon city resources under the present regime.

#### UTAH

*Mount Pleasant.* Plans have been drawn for a \$10,000 Carnegie Library. This structure is to be of pressed brick, one story and basement high, and is to be completed in December.

*St. George.* The new Public Library building is completed, and the books and furniture have been moved into the new quarters. The Carnegie Corporation furnished \$8000 towards the erection of the library, and the city \$2000. It is on the same block as the Woodward School and the Normal College.

#### Canada

##### ONTARIO

A new quarterly called the *Ontario Library Review* has been started by the Public Libraries branch of the Department of Education of Ontario. W. O. Carson, the new inspector of public libraries, is the editor, and besides articles of information and inspiration, notes and news of library happenings in and out of the province, a portion of each issue will be used for an annotated list of new books suitable for purchase by the smaller libraries, and for the occasional publication of short lists of approved books on special subjects.

The Superintendent of Public Libraries, acting on the authority of the Minister of Education, has organized a short course library training school, to be opened September 11. The course will last for one month. Thru the courtesy of the Toronto Public Library Board and Dr. George H. Locke, chief librarian, the school will be held in the Dovercourt branch of the Toronto Public Library. The course of instruction is arranged for the purpose of training in library science librarians and assistants who hold library positions or have had experience in library work. Special lectures will be given by W. J. Sykes, chief librarian, Ottawa Public Library; Dr. George H. Locke, chief librarian, Toronto Public Libraries; H. B. Whitton, trustee Hamilton Public Library; Dr. E. A. Hardy, secretary, Ontario Library Association; S. B. Herbert, assistant inspector of public libraries.

Appendix W to the report of the Minister of Education for the year 1913 contains a report upon the public libraries, literary and scientific institutions, etc., in the province of Ontario. "The outstanding features of the year's effort have been the prominence given to children's work, the co-operation of the public school with the public library, the development and popularity of the library institutes, emphasized by the creation of an-

other institute—no. 15—that of Toronto; the growing approval and adoption of a uniform system of classification, with the loud call for the services of the cataloger; the cry for the introduction of the county system and the steady increase of interest in library work by men of affairs." An interesting feature of the report is the tables showing in detail the circulation of all books in every library in the province with the non-fiction regularly classified, and giving a list of all townships without libraries and the distance from and location of the nearest library. With the new books accessioned during the year, the number available for circulation thru the traveling library in 1913 was over 15,000.

*Tavistock.* Excavations have been commenced for the work of building the new Carnegie library.

#### QUEBEC

*Montreal.* The Montreal Board of Control is considering a proposition to vote \$50,000 for supplying the Montreal Public Library with stained-glass windows, representing all the great historical figures of Canada.

#### SASKATCHEWAN

*Regina.* A considerable shipment of worn books has been sent by the Public Library to the chaplain of the 195th Battalion at Camp Hughes for the regimental library, and arrangements have been made by which a branch has been established at St. Chad's Convalescent Soldiers' Home. Fifty books have been supplied, mostly technical books, works of travel, biography and general literature, the home being otherwise well supplied with fiction. The non-commissioned officer in charge is responsible for the care of the library. As very little use is made of the reference department during the day time in the summer holidays (July and August), it was decided to keep the reference room open only in the evenings from 6.30 to 10 o'clock. This enabled the management to carry out an important economy by dispensing with the services of a relief assistant during vacation time. At the same time arrangements were made to accommodate members of the public who found it necessary to consult books in the reference department during the day time, by asking them to apply at the delivery desk on the main floor. The library had already sent out twenty-six vacation libraries on July 15, representing over 300 books.

#### Foreign

##### GREAT BRITAIN

An important exhibition of books and manuscripts has been arranged in the great hall of the National Library of Wales at Aberystwyth. It was opened to the public during the Eisteddfod week and will remain for a couple of months. The exhibition comprises a selection from the valuable books and manuscripts given to the National Library by Sir John Williams, Bart., from the Llanover Manuscripts, which have just been deposited in the library by Sir Ivor Herbert, and vellum copies of the series of old Welsh texts edited by Dr. J. Gwenogvryn Evans, lent by Sir John Williams, who also contributes a complete set of the volumes issued from the Kelmscott Press.

*Croydon.* The twenty-seventh annual report of the Libraries Committee shows that altho 1800 borrowers from the libraries are absent, probably with the colors, the use of lending and reference libraries remains almost at the pre-war level. During the year 1915-16 the total issues were 500,131, and there were 18,207 borrowers' tickets in actual use. The library stock consists of 100,375 volumes, illustrations, prints, and lantern slides. Thirty-four library lectures and readings were given, and exhibitions, receptions and library lessons to school children drew attention to the resources of the libraries.

#### JAPAN

*Tokio.* The annual report of the Imperial Library of Japan for the year ending March 31, 1915, shows that 9644 books were added, making a total of 308,307 volumes in the library. The library was open 328 days, serving 220,809 readers who used 896,844 books. The daily average of readers was 673.2 of books read 2734.3. February and March showed an increase of readers as compared with the previous year, in the other months there was a decrease.

#### ARGENTINA

*Buenos Aires.* During the fiscal year 1915, 61,804 persons visited the Argentine Library of Buenos Aires, or a daily average of 182 persons. The number of lectures, art entertainments, etc., given by the institution during the year amounted to 38. The National Atheneum of Buenos Aires will soon establish a course in bibliography, which will be divided into four parts.

## LIBRARY WORK

Notes of developments in all branches of library activity, particularly as shown in current library literature

ACQUISITION OF MATERIAL. *See* Gifts and bequests—Of material

### ADVERTISING, LIBRARY

In a report made by Louise Boette, assistant children's librarian for the Carondelet branch of the St. Louis Public Library, is described a library booth at Carondelet Park.

"At the annual picnic of five Carondelet schools, the Blow, Lyon, Carondelet, Des Peres and Woodward, on June 17, at Carondelet Park," writes Miss Boette, "we had a Public Library booth. The decorations were in red, white and blue, and the staff wore little silk badges to match. It was opposite the band-stand, where a stream of people were passing all day. We had taken out about 100 books and our little booth was an out-door reading-room, as we had children around it all day, looking over the books and reading.

"In spite of potato races, Punch and Judy shows, boat rides on the lake, and other attractions too numerous to mention, we took quite a number of registrations and many people stopped to read our library posters and to ask questions. To each child who registered on Picnic Day we gave a book-mark.

"One old gentleman, on seeing a boy deep in a book, said to a friend, 'If I had not seen it with my own eyes, I would never have believed it; a boy reading at a picnic. Well! Well!'

"One lady asked whether we checked parcels, and a little boy wanted to know whether we sold popcorn.

"Altogether our booth at the picnic was a great success."

### AUDITORIUMS

In a recent communication N. D. C. Hodges, of the Public Library of Cincinnati, writes:

"The library can report a decided increase in the use of its auditoriums and club rooms, as well as a greater variety in the interests represented. The total number of meetings for the year ending June 30, 1916, was 2507, as compared with 1763 for the previous year. The library now has eleven auditoriums, seating from 100 to 250 people each, seven club rooms, the largest of which seats 50, and three large basement playrooms. Each auditorium is equipped for stereopticon use, with a stand for the lantern, adjusted to the proper height

and distance from the stage, and a screen painted on the plaster wall of the stage. Three branches have pianos, which have been given by local organizations. Use of the rooms is granted freely for any meeting at all educational in character. This word "educational" is very broadly interpreted and constantly covers civic or recreational activities. But politics and religion are barred, as well as entertainments for which admission is taken at the door. Bookings may be made for one meeting or for the year. The small charge of \$1.00 is made for the use of the stereopticon and the library operator, also for an extension of time after ten o'clock, the usual closing hour. Rent, heat, light and janitor service are given without charge, and the rooms are available from eight in the morning until ten at night.

"The university extension lectures, meetings of women's literary clubs, and teachers' conferences, with which our auditorium work began, are still carried on. Such purely educational meetings are however far outnumbered by those of civic or social import, such as the local improvement associations, mothers' clubs, clean-up organizations, the Woman's City Club, the National Housewives' Cooperative League, the Penny Lunch Association, Shakespeare Pageant Committees, Grocers' Associations, and even tennis and baseball clubs. The Main Library lecture course for grown people, given weekly all thru the winter, has become an established policy. Its attendance is limited only by the seating capacity of the hall—the big children's room rearranged to hold about two hundred chairs. The lectures are freely illustrated and are popular in character. The Main Library also houses the work of the Cincinnati Library Society for the Blind. Its readings for the blind are held almost daily, and one morning each week is given up to instruction in reading from raised type, in writing, and in industrial work of various kinds.

"For the children the library itself plans story hours, illustrated talks, debating and literary societies. The Boy Scouts have met with us from their organization. This spring the Girl Scouts and Camp Fire Girls came to Cincinnati, and as a matter of course, to the branch libraries. The playrooms are used in the more congested districts to absorb the

superfluous energies of the half-grown boys who have no place but the library to spend their evenings. The local business men's clubs equipped one room with simple gymnasium apparatus, which successive groups of boys enjoy under competent leadership. The girls and their older sisters as well find the cement floor of this same room satisfactory for roller skating. At this branch discipline is no longer a problem."

#### BIBLIOGRAPHY, STANDARDIZATION OF

Standardization by a library unit system. G. W. Lee. Reprinted in June, 1916, from the *Stone & Webster Journal*, the house organ of Stone & Webster, 147 Milk St., Boston, Mass.

"With all the separateness of undertakings that are in themselves worth while, we need to formulate a system that shall switch into alignment a host of activities which today have the weakness of lack of co-ordination.

. . . Co-ordination is, of course, needed; to bring which about seems to me not only possible, but comparatively simple, if the task be seriously assumed by the organized library forces. . . . I would make my plea under three headings, namely: I, Lack of system; II, Sporadic systems; III, A unit system.

Lack of system is responsible for the frequently circuitous means which must be employed to obtain information and for the haphazardness of finding it. One of several illustrations of chance in securing information is that of the convention. "It is often said, 'I get more from conversations than from listening to papers.' Yet how accidentally—or incidentally if you prefer—we happen upon those with whom there is helpfulness on either side! If I am interested in the care of trade catalogs, how shall I know who else at the same convention has thoughts on the same subject? A convention is supposedly a coming together for the exchange of thought. Who, therefore, is the benefactor that has succeeded in so bringing out the clearing-house function of any convention that no member need return to his home without having met presumably every delegate that could help him?"

Various needs, largely indicated in detached undertakings, are systematized in themselves but, as related to one another, lack team play. Of the many thousands of bibliographies annually printed many escape the notice of any of the various bibliographies. "I have before me . . . the *American Library Annual* for 1914-1915, with lists compiled from the monthly *LIBRARY JOURNAL*. In it are upwards of 500 bibliographies; yet comparison shows that the

'Index to library reference lists' (about 300) in the *Bulletin of Bibliography* for January, 1915, is not altogether superseded. . . . The American Library Association in its own name publishes a monthly *Booklist*, which is well annotated. Should not this be the most inclusive list in the country? And how shall it be made the list of all lists? A matter for the docket of standardization." In catalogs, indexes, digests, etc. there are a number worth while but there is constant overlapping. Mr. Lee's suggestion is that one of two good overlapping undertakings "absorb the other, taking over half the help and letting the rest go a-fishing or earn its living in some still better way. If the survivor misbehaves, and seeks unjustifiable economy by skimping or neglecting, or becomes addicted to deadly routine, then let him be reminded of the 'survivee.' The reminder might serve as a sort of big stick."

There is similar duplication in commercial and engineering organizations, government departments and publications, information bureaus and clearing houses. Auctions, as a means of getting rid of the overflow and superseded material of the Stone and Webster Library, have not come up to expectations. For books such as "Transactions of the American Institute of Electrical Engineers" listed at from \$2.50 to \$12 bids have been received of fifty cents or possibly a dollar. The "Union list of serials in Boston and vicinity" Mr. Lee considers almost a cornerstone of co-ordination. "The importance of knowing where to find a periodical elsewhere in the community when it is not in the most convenient place . . . is almost as great as the difficulty in making men so appreciate the saving need of such a service that they are glad to contribute to its upbuilding, whether in financial support or in contribution of titles to be indexed."

The unit system comprehending all topics which Mr. Lee advocates sub-divides information on a topic under four headings: demand—class, frequency, emergency, miscellany; supply—immediate, local, general; classification; and miscellany. At Chicago there is already a nucleus, a registration of specialists, in the "Sponsors for knowledge."

Whether or not the "unit system" is workable Mr. Lee considers of slight consequence; the important thing is to set people thinking seriously about the need for a co-ordinated center. Such an effective co-ordination will hardly come as a mere business proposition; it will necessitate ideals.

## BINDING

The use of shellac for preserving the covers of books. H. R. Huntting. *Pub. Libs.*, Jl., 1916. p. 319-320.

All the products that are offered for preserving book covers are either some grade of shellac or varnish; shellac dries quickly, with a hard surface; varnish takes much longer to dry and is apt to be sticky. Mr. Huntting gives a brief résumé of the production of shellac, followed by suggestions for the use of shellac in preserving the covers of books.

For use on book covers, shellac, cut with wood alcohol, gives a much better surface than shellac cut with denatured alcohol; it dries more quickly and leaves a hard, smooth surface. Ordinary commercial shellac should be thinned with wood alcohol to at least one-fifth its original consistency. Two thin coats are very much better than one thick one; the first acts as a priming coat, and the second gives it body and surface. Shellac will spot when wet; so, to obviate this difficulty, the surface is gone over with a good grade of wax. A book so treated with shellac and wax will wear well and keep clean and sanitary. If the book becomes soiled it can be washed with soap and water, gone over with another thin coat of shellac and wax, or with the wax without the shellac.

**BIOGRAPHY.** See Smith, Lloyd Pearsall

## BIRD GUESSING CONTEST

A bird guessing contest was held in the children's room of the St. Paul Public Library during the month of April. Pictures of Minnesota birds were exhibited on a bulletin board in sets of from four to six each week. Contestants were allowed to look the birds up in the various bird books which were put on the tables, and as the names were guessed they were written on slips of paper obtained at the desk. One hundred and fifty children entered the contest. Prizes consisting of bird games, bird guides and Boy Scout Guides contributed by the Humane Society were given to the successful contestants.

This contest was followed by a wild flower guessing contest conducted under the auspices of the Woman's Garden Club.

## BLIND, WORK WITH

A nucleus for a library for the blind tubercular patients at the State Sanitarium at Cresson, Pa., was started early in July by members of the social service committee of the Pennsylvania Association for the Blind.

Officials of the Pennsylvania Association for the Blind are expecting to send to Cresson the books they have at the association headquarters and efforts are being made to gather several collections belonging to private persons who are willing to donate them.

## BOOK EXHIBITS

A book exhibit not of the ordinary type was the one prepared by Miss Winifred Ticer, librarian of the Huntington (Ind.) Public Library. Instead of displaying fresh, new volumes to attract the public, she dumped in the window of one of the city's furniture stores several hundred of the books so badly worn that they had been discarded. To this mute testimony to the service the library is giving the public, she added placards with such inscriptions as these:

These books were worn out last winter—get a library card and read our books.

There are 25,000 books in the city library, and some of them may interest you.

Circulation in 1913—41,402.

Circulation in 1914—50,761.

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Library blandishments. *Pub. Libs.*, Jl., 1916. p. 309.

The San Diego Public Library has recently been making experiments as to how to increase their circulation of non-fiction. In two combined book bins and bulletin boards were placed groups of books such as the following: (1) rent collection, (2) special displays of books of current interest as gardening or business efficiency, (3) "fiction and other interesting books." The "other interesting books" were generally biographies, lives of men and women who, like Helen Keller, have fought thru adversity and discouragement to success. It was found that because of their human interest they were most popular. The books were spread out in the bin so that the full cover showed and each fiction book was alternated with some interesting biography. Each morning the librarian selected 35 or 50 books of non-fiction and scattered them thru the fiction; if a book did not circulate within two days it was replaced with one more interesting. An average daily biographical circulation of 8 to 10 increased to 20, 30, and as high as 50 books a day. A display of books on South America resulted in a circulation of about 75 books on that subject and developed enthusiasm for the magazine *South America* and for the *Pan-American Bulletin*.

## BOOK SELECTION

How to select books. Rebecca W. Wright. *Bull. of the Vt. F. P. L. Comm.*, Mr., 1916.

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p. 31-33. Also printed in *Bull. of the N. H. Pub. Lib.*, Mr., 1916. p. 164-166.

Considering first the library helps of most use in bookbuying, Miss Wright mentions the *A. L. A. Booklist*, the state's quarterly *Bulletin*, the *A. L. A. Catalog* of 1904 and its Supplement 1904-11, Miss Humble's "Children's books for the first purchase," and a number of special lists issued by libraries and commissions. She advises spending from one-third to one-half of a small library's income on books for children. By way of warning she enumerates eleven "don'ts," cautioning librarians against depending too much on publishers' and booksellers' catalogs; against sacrificing quality to number of volumes; against buying sets, dealing with subscription agents or trusting to department store bargains; against leaving the selection to the last minute or to one person; against buying editions of the classics so cheap they will never be read; and against economizing in the matter of buying reinforced bindings for fiction and children's books that will have hard wear.

As for the principles of selection, the librarian must be guided by the gaps in her collections and the needs of her community. The proportion of fiction in libraries varies from 25 to 100 per cent, but the wise libraries keep below 40 per cent. Miss Wright closes with quotations from Dr. Bostwick and Miss Bacon on the much-debated question of "What makes a book immoral?"

#### BOOKBUYING

Bookbuying for public libraries. C. B. Roden. *Wis. Lib. Bull.*, N., 1915. p. 312-313.

"Narrowing the subject down to methods of buying books for libraries rather than principles, it will be in order to consider (a) where to buy, (b) how to buy, and (c) what price to pay. . . . It is best to buy . . . from that dealer nearest home from whom reasonable services and prices can be secured." It is best to arrive at a definite understanding with one dealer and then to give him all your business, new and old, current and replacement. "Out-of-print books are 'another story.'" All that dealers do with such orders is to advertise or turn the list over to a second-hand book concern; a librarian can do this himself and so reduce the expense. To buy "bargain books" is rarely expedient, for such books are usually outside actual "wants," and must be kept for the chance of future usefulness. "It is cheaper to buy a book when you want it, even if it costs a few cents more." As to what price to pay, the United States Supreme Court, in

the Macy case dealt a severe blow to the net-price system by declaring that "any attempt to maintain prices by coercion or concerted action is illegal," and bookbuying by librarians is at present a matter for the individual library and the individual bookseller.

**Boys' books.** See Children's reading

#### BUILDINGS, LIBRARY

Importance of library building. *N. Y. Libs.*, Ag., 1915. p. 259-260.

A discussion of the questions "What particular help is it to a library to have a building of its own? Isn't the importance of the building very much overestimated?"

The second question is answered by quotations from the State Committee on Library Institutes and from an editorial in *Public Libraries*. Both point out the danger of over-emphasis on the building with the consequent neglect of the true work of the library thru the diversion of interest and money to the mere building.

"Admitting that the owning of a building is not a thing of first importance, it is nevertheless a thing greatly to be desired." Some of the unquestioned advantages of ownership of the library building are:

1. It is an important factor in library publicity by compelling attention, promoting a feeling of respect, and by giving the library individuality.
2. It develops and maintains a strong library *esprit de corps*; it gains the same help in its *morale* as does the church from a similarly appropriate building.
3. If erected thru efforts of individuals, it serves as a bond to hold them to its continuous support and use.
4. It improves the outward appearance of the town and so increases property values.
5. It can be made the means of securing increased tax supports by appealing to a class of voters not interested in books themselves.
6. A building erected specifically for its use will provide added conveniences for the public, added accessibility to books and increased efficiency in administration.
7. It will aid in making the library a real community center.
8. In its own building the library pays no tax in New York; in paying rent, it pays the full tax on those quarters.

#### BUSINESS MEN, LIBRARY WORK FOR

Getting the new ideas first. Carroll D. Murphy. *System*, Ag., 1916. vol. 30; p. 170-179.

An account of how 3000 business and professional men read in search of data that will help their business, and store up the information, and finally assemble it for use. Only a few of these business men use the public library, but the article is suggestive as to how the library can make itself more useful to business men.

#### CARD CATALOGS

"Reorganizing a card catalog" was the subject of a paper read before the Massachusetts Library Club in January, 1916, by T. Franklin Currier, assistant librarian in charge of shelf and catalog department, Harvard College Library. Mr. Currier stated that on February 1, 1911, the first standard-sized cards were ready for use in the catalog of the Harvard College Library. Previous to this the public catalog consisted of index-sized cards, and was in three parts—author catalog, classed subject catalog and a recently formed dictionary catalog of place headings. A catalog has been formed for use in the delivery room and a duplicate author catalog for staff use. About 2,000,000 cards have been filed, aside from the filing incidental to the consolidation of the official and the Library of Congress depository catalogs. "About half a million cards," Mr. Currier said, "have been typed for the public catalog and 250,000 titles replaced by Library of Congress cards. Until June, 1915, the question of treating the subject catalog had been postponed, but at that time it was decided to establish a dictionary catalog, and during the following summer and fall the cards forming the classed catalog were thrown into dictionary form and on our moving into this building were incorporated into the main catalog. During the whole five-year period the classifiers have been completing the reclassification of the library, and as a result some 175,000 volumes have suffered a change of call number, necessitating corresponding changes in the catalog. It is needless to say that we do not make claim that to-day the work is finally completed or that we have constructed a perfect catalog, for cards had to be treated in blocks rather than individually in order that the work be accomplished at all. At least we have established a definite policy, we have made available in the public catalog some fifty or sixty thousand titles hitherto accessible only to the staff, and we have at last fallen in line and adopted a standard card. In developing our policy three classes of persons must be considered: (1) the undergraduate, (2) the student in training to become a specialist, (3)

the trained worker. In a university library like this, with the neighboring cities and towns provided with excellent public libraries, we are almost entirely freed from the demands of the desultory reader. To the undergraduate we hope our catalog may be a tool suited to all his legitimate needs. The advanced students and the trained workers have access to the stacks where the books are carefully classed, and except for the introductory survey which the catalog should afford, they must by direct contact with the books gather together their sources and compile their bibliographies, if none exist. The presence of a more exhaustive catalog might lighten their labors, but certainly would not obviate the need of this preliminary work on their part, for no scholar could accept the catalog as definitive. There is an old argument for the catalog that it presents quickly to the reader the books available in the given library, while the bibliography presents so much not available that time and patience are lost in checking up what can be procured. This is undoubtedly true in a smaller library center than Boston, and is also true so far as introductory and less technical material is concerned, but for serious work in a place like Cambridge the argument loses much of its force, for, in the first place, a scholar can seldom make use of a substitute work—he must have what he asks for, and nothing else—and, second, with the increase of library resources here the bibliography is becoming to an ever-increasing degree a catalog of books available. With these considerations in mind, we have adopted the policy of a selective subject catalog. To sum up, our catalog aims to record each book under its author and to supply for each title a sufficiency of added entries; to do the same for pamphlets, so far as seems wise or as money permits, but to omit subject headings for highly technical treatises, out-of-date books and books in lesser known languages. We supply to the beginner what he needs starting him on his path, but leaving to him the task of exploring his chosen field."

**CHILDREN, WORK WITH.** See Bird-guessing contest; Drawing contest; story-telling contest

#### CHILDREN'S READING

Making worth while boys' recreational reading. Franklin K. Mathews. *Pub. Libs.*, Jl., 1916, p. 300-303.

The boy in his early teens is likely to read more books than at any other time, frequently as many as three or four books a week. What

is true of boys is also true of girls, and they have a similar interest in the story of adventure. The unusual physical growth and the differentiation of sex during the early 'teen age explains in part both boys' and girls' interest in the story of action; this type of story serves as a prophylactic for the adolescent, and careful consideration should be given that as far as possible boys and girls be guided and directed in their choice of books. These experiences of the body give a physical basis for the rise and growth of the imagination, making necessary proper exercise for its wholesome development. The test of the worthwhileness of these adventure stories is not whether they teach morality, but as to whether they provide a kind of mental gymnastic paraphernalia for the exercise of the boy's imagination and emotional nature.

The practical value of imagination is great, for chief among the qualities that distinguish successful men are initiative and resourcefulness, and these can come only from creative and constructive imagination. "Is it too much to conclude, then, that when boys read stories of adventure of the right kind, these books will stimulate such initiative, awaken such resourcefulness as will aid the boy to change capacity into capability and so vocationally help him to find himself?"

Boys are increasingly interested in the "What and How to do" books, that is, books on handicraft, machinery, and applied electricity; the aroused imagination seeks to express itself. *Popular Mechanics* and *Popular Electricity* are the greatest competitors of nickel thrillers. "Only recently we have learned how to mend morals by making muscles. In reform schools, manual training is working many miracles in the transformation of boys' characters. And we are latterly learning that what has such merit for the bad boy is of equal worth for the good one... He, too, may learn thru his 'hobbies' the power of application, neatness, initiative, resourcefulness, carefulness, honesty and many more of the elemental moral qualities."

With his insatiable appetite for stories the boy develops a hunger for facts; his mind needs fact as well as fiction. Facts must, however, be presented in as fascinating and vivid style as fiction so that they will delight the boy. Even in his fiction care should be taken that the boy gets only such adventure tales as represent facts in the form of fiction.

The boy's recreational reading should contain these three chief interests. "On the one hand, the stories awaken and develop his

imagination and on the other, the 'What and How to do' books makes possible a wholesome and practical expression, while the books of fact and information serve to modify imagination by always reminding a boy that he is living in a world not of fiction, but of hard and stubborn reality."

**CODES, LIBRARY.** See Librarians and assistants—Rules for the governance of

#### COMMERCIAL LIBRARIES

The commercial library: its organization, administration, and service. John C. Willmer. *Lib. Assn. Rec.*, Mr., 1916. p. 98-108.

From scanty material available, Mr. Willmer gives some practical information on past commercial libraries, leading up to the present-day commercial circulating library. The first circulating library in London of which he can learn was established in 1740 by Messrs. Cawthorn and Hutt at 132 Strand, and called the "British Library." Later it was removed to 24 Cockspur street, Charing Cross, where it remained until the end of the year 1913, being then purchased by Day's Library, Ltd., and merged in their library business.

Altho this was the beginning of circulating libraries with a formulated system, the lending of books for hire was of much greater antiquity. The times appear to have been ripe for circulating libraries, because soon after the establishment of the "British Library" in 1740, one is mentioned as being kept by Robert Watts at Cambridge in 1745, another at Birmingham by William Hutton in 1751, and another at Liverpool in 1756, the latter still in existence. Up to the end of 1913, Day's Library, Ltd., established in 1776, was the second oldest circulating library in London, and having acquired Cawthorn and Hutt's Library, it has now taken the first place as the oldest in London. It was removed in 1890 to its present home, a building especially constructed for the requirements of a library.

Owing to limitations of space, passing mention only is made of other commercial libraries, Hookham's, Mitchell's, Grosvenor Gallery Library, Times' Book Club, Harrod's, Mudie's, and Smith and Son. Mr. Willmer gives interesting extracts from the courteously worded announcements of the old established firms, concerning changes of address, terms of subscription, methods of business, and the varied advantages of their respective institutions to subscribers and non-subscribers. "The functions of a library," from a recent issue of the *Saturday Review*, is also drawn upon, and some amusing illustrations of the miscon-

ceptions that many applicants for vacancies in libraries seem to have with reference to general library work close a paper containing much valuable information.

#### COUNTY LIBRARIES

The Frederick County Free Library in Maryland. S. M. Akin. *Pub. Libs.*, Jl., 1916. p. 313-314.

"In the fall of 1913, the women of the Civic Club of this place conceived the idea of getting up for the town a public library. . . . In nine months they had raised \$2000, enough to equip and run the library for a year. . . . To have taken the attitude that it was going to be a little library would have been to kill it. . . . So we have always been a 'big' library. Big in plans, ambitions and visions. . . . We promptly made it a county library, emphasizing that and the *freeness* of it in its name—the Frederick County Free Library. . . . Money has been scarce, and most of the books have been given, and people have been generous."

In response to an early invitation, the school children swamped the library, within a week taking every juvenile book. The schools of the town and county have co-operated, a special effort was made to reach the night students, and next year books are to be circulated from the night schools.

"Of course, being a new enterprise, we have advertised. Notices have been posted at all the toll-gates, in the court house, the armory, at the county fair, the Interurban station, the hotels, and many sent to stores in the county. Floats in both the Safe and Sound Fourth, and the homecoming parades, slides at two moving pictures, and the Chautauqua pictures, are some of the advertisings we have done."

The results have more than justified the effort. Seventeen towns are represented in the registration, nine are branches; the registration is already over 1700. Requests for aid in selecting books for presents, in securing library equipment for the Sunday school and the State School for the Deaf—all these indicate that the library is beginning to stand for something in the county.

#### DEPARTMENTAL LIBRARIES

The policy of the Library of the University of California as regards the purchase of books for departmental libraries, is discussed at some length in the 1914-15 report of the librarian, J. C. Rowell.

"Books for departmental libraries are purchased from equipment or other funds at the disposal of the departments of instruction and not from the library book funds," he says,

"the general library acting merely as purchasing agent. Departmental purchasing is increasing to such an extent that the handling of departmental orders now forms no inconsiderable part of the work of the acquisitions department. The demands come from departments or allied institutions away from Berkeley, such as the Medical Department and Hooper Foundation, which receive no allotments from the book fund; the Law School, which owing to its endowment for library purposes no longer receives an allotment; Agriculture, with its independent federal and state appropriations and other special funds; and a few other Berkeley departments. While the needs of certain of the scientific and technical departments for departmental copies of books which cannot well be spared from the general library must be recognized, the creation of independent collections in other departments seems less justifiable. In some departments the practice seems to have grown up fortuitously rather than by deliberate intent, the books being housed and used in the general library. The ideal arrangement from an administrative standpoint would be, that books desired by Berkeley departments, except scientific and technical publications to be used in direct connection with departmental work or duplicates of books already in the library, should be purchased and treated throughout as part of the general library. This would result in considerable economy in handling and recording, and the books would be much more generally available. The maintenance of independent collections in most cases seems to serve no particular purpose, and when separately housed their inaccessibility is a source of constant annoyance to would-be users. During the year two such collections, those of the departments of Physical Education and Military Science, have been turned over to the general library, which has also acquired a number of books purchased by Political Science to meet the needs of large undergraduate classes. The Forestry books are shelved and otherwise treated as part of the general library, and the Library Committee of the Department of Agriculture in its meeting of December 22, 1914, took action favoring the transfer of the departmental library to the general library building if adequate facilities should be obtainable in the new portion."

#### DRAWING CONTEST

The "Silhouette game" and "Drawing contest" were used in one of the branches of the Free Library of Philadelphia. The silhouette

game is a guessing game, and was made in the form of a poster with "Guess Who We Are" at the top. There were three blank places in which were placed silhouettes of illustrations from various books, cut from black paper and mounted on light paper measuring about three and one-half by four and one-half inches. The notice, "Put your name and the name of the figures on a piece of paper and drop it in the box. If you guess correctly, your name will be put on the Honor Roll," was printed under these pictures. Under this was "The Honor Roll" in large letters, beneath which was pasted, at the end of each week, a typewritten list of the children's names. A small box in which a slit had been cut was placed to one side of the poster to receive the answers.

The first week were posted pictures from the "Goops," "Alice in Wonderland" and "East o' the sun and west o' the moon"; the second week, "The tar baby," "Puss in boots" and "The little lame prince"; the following week, "The elephant's child," "Singing," from Stevenson's "Child's garden of verses" and Rip Van Winkle were tried.

The books containing these illustrations were not allowed to circulate during the contest. Most of them were on the tables, as the rule was that no questions were to be answered. The children were expected to refer to these books to prove whether they had guessed right or not.

This game could be used in many ways, substituting famous pictures, buildings, photographs of great men and women, authors, etc.

The fourth week a drawing contest was tried. The children were told to draw free hand from some book in the children's room, and their drawings would be posted at the end of the week. The drawings were posted with a notice reading as follows: "Choose the drawing you think is the best. Put its number on a piece of paper with your name and drop it in the box. The picture getting the greatest number of votes will receive a blue ribbon and a place of honor on the Bulletin Board." A list of the artists' names was also placed on the board and the numbers of votes each received, helping to mitigate any lingering pangs of disappointment. More boys than girls entered the contest. During both of these games there was no confusion, as paper and stubs of pencils were always to be found in boxes under the bulletin board, saving the annoyance of having the children running to the desk.

**EXHIBITS.** See also Advertising, Library; Book exhibits

#### —AT STATE FAIR

The work of the Iowa Library Commission and the State Traveling Library were shown at the Iowa State Fair in a room in the Women and Children's Building. Selections from the books and pictures which may be borrowed from the commission were exhibited, posters and charts called attention to the resources of the Traveling Library, and maps showed the location of the public libraries and the traveling library stations in Iowa, of which there are 131 of the former and 1245 of the latter. Though the walls and shelves were rough they were painted a dark red and with rugs of a harmonious color, pictures, ferns, tables and chairs, an attractive reading room was made where visitors were invited to read and rest as well as to learn of the books which might be borrowed for home use. The room also served to show that an attractive library room may be fitted up at small cost in any community.

#### GIFTS AND REQUESTS—OF MATERIAL

Library Gift Day in Boulder, Colo., is described by C. Henry Smith in the April *Occasional Leaflet* of the Colorado Library Association. The University of Colorado's service in lending material around the state had so developed that a reserve of duplicate periodicals was necessary, and the Boulder Public Library needed more reference magazines and juvenile books. The library and school boards co-operated in calling upon the school children to bring contributions from home on Library Gift Day. As a result of the generous response five hundred books and many thousand magazines were collected by the university wagon from the schools. The Public Library received all the juvenile books and several runs of complete volumes of magazines. The University Library secured over one hundred yards of duplicate magazines for extension use and many volumes for sets listed in periodical indexes.

Nearly a ton of material, valuable to neither library, was distributed to hospitals and camps. Mr. Smith suggests that people will help if their attention is called to library wants and that the library can secure for the use of its patrons an abundance of useful material, if it will "go and get it."

#### HIGH SCHOOL LIBRARIES

The coming high school library. Frank K. Walter. *N. Y. Libs.*, May, 1916, p. 78-81.

The change in high school libraries will be not in development of new theories, but in the

actual application of principles long theoretically acknowledged. They will differ from those of to-day in their equipment, their organization, and their use.

The coming high school library will be equipped with a view to hygienic surroundings and to the comfort of the readers. The size of the collection of books will vary little from that found in the library to-day, but books will be more carefully selected with definite school ends in view. As high schools pay an increasing amount of attention to training for definite occupations the school library will have to provide recent and reliable information on occupational lines.

The organization of the collection will be carefully studied as to its greatest possible use. Some approved plan of accession record, loan system, systematic arrangement of books, and finding list will be adopted. The organization will be undertaken by trained librarians only, for amateur organization is neither economical nor simple.

The ornamental feature of the library will be less in evidence in the future and there will be more use. In order to make the use easier, more intensive and more extensive, a well-trained librarian will be an essential part of the library. She should have preliminary professional training as well as adequate special training. The use of the school library should be so directed that it teaches habits of research and prepares the youth to use the opportunity the public library affords. The coming high school will realize the great importance of this training in the intelligent aids to thought and action which the library offers.

#### **INSTITUTES, LIBRARY**

The 1915 series of library institutes. *New York Libs.*, Ag., 1915. p. 249-255.

"Another notable advance has been made in enlisting the interest and co-operation of the libraries of the state in the annual series of meetings known as library institutes." Statistics are given showing that all previous records of attendance have been broken and that the increase over the previous year is greater than in any other year since the work began, 14 years ago.

The gain, while partly due to the increase over 1914 in the number of meetings and to the narrowing of boundaries of local districts, is more directly owing to more important factors.

From a study of recent reports and tables submitted by the institute committee, it is evident that the first factor "is the manifest increase of interest on the part of the school

libraries of the state, the sign and proof of a growing professional consciousness among these libraries. This development is partly the result of persistent forces that have been at work for several years to put new life and spirit into the libraries, but more particularly to the law passed in 1914 giving a more definite status and responsibility to the heads of school libraries. A further evidence . . . of interest . . . is the enrolment of 35 school libraries in a summer course provided for their special benefit at the New York Library School in July."

There was also fine support given to the 1915 institutes by the rural school district superintendents. Their response to invitations to attend the meetings was far beyond expectation, "and it is believed that their interest and influence had much to do with attendance from many school libraries."

Apart from the gain to be attributed to the increase of interest in school library officials, there was a decided gain in regular public and miscellaneous libraries represented. While this indicates a growing strength and interest on the part of small libraries, it may also be taken as an evidence of appreciation of the work done by the institute committee during the past two years. Formerly the program for the meetings was chosen at random by letting participating libraries select the topics for discussion. This plan had the advantage of assuring variety and of giving each librarian a voice in deciding the topic to be presented and in the discussion of it. It was found, however, that the same topics were discussed each year, that little definite progress was made, and that important things were omitted. To assure more satisfactory results, the committee in 1914 worked out a plan "to comprise a continuous course of work to cover four or five years, each year to be devoted to a particular field of library economy, the work of each series to be logically related to that preceding and to follow, the whole to include in a rudimentary way the entire problem of the small library."

The plan met with success, as was proved by the fact that altho the number of meetings was reduced because of financial uncertainty, the attendance increased. The results were taken as a tentative indorsement of the new course of work, but because the topic for discussion had been particularly interesting (the selection and purchase of books), the second year was regarded as the real test as to whether the plan would hold the interest of the libraries.

An advance program, giving outline and references, was sent to all libraries on the committee's list. "Through this means the committee has thus brought some of its ideas and help not only to the 535 libraries in actual attendance, but to the 440 others which failed to attend." The program was successfully carried out thru the generous and competent help of many library workers of the state.

The article here contains the names of many of the conductors, followed by comparative statistics on library attendance, and closes with the register of libraries or districts present at meetings and the complete list of conductors.

#### INSTRUCTION IN USE OF LIBRARIES

Recognizing the hesitancy often felt by a reader about disturbing a library assistant busy at the reading-room desk, the New Haven Public Library endeavors to encourage the public to seek the aid to which it is entitled, and to that end has published the following paragraphs in the library *Bulletin*:

##### *Why Not Ask For What You Want?*

The first duty of the assistants in the public rooms of the library is to help people to secure the books or information desired. No one should hesitate to ask for such help because an assistant appears to be busy at a desk. Much routine work must be done from time to time in these rooms, but questions from the public always take precedence over such work. Inquirers are advised to address their questions to the responsible assistants, and not to the library messengers, who cannot be expected to have the same familiarity with the resources of the library.

Help will gladly be given to those who use the library often and wish to familiarize themselves with the use of the card catalog, the general indexes to magazines, etc., but there are many lists and other special helps which can be known only to the librarians constantly using them. Therefore, if the borrower's independent efforts do not quickly lead to the desired results, there should be no hesitation in applying to the reference librarian or other assistants.

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An interesting experiment in library work in Massachusetts is being conducted at Beverly and surrounding towns by Miss Frances S. Wiggin, a special agent of the Free Public Library Commission, who is instructing 600 school children in the use of the library facilities, and to these may be added a group of school teachers and the members of a woman's club.

Systematic co-operation with the schools has been definitely established by which the children of the grades from the sixth thru the high school come to the library for their class-room work at appointed hours. Miss Wiggin spends about six hours a day in the library working with these various groups. For most of the week she is engaged in

Beverly, and the remaining time is devoted to the various towns surrounding Beverly.

The work is not confined to what might be called laboratory work in which problems or questions are given to be worked out in the library. Selected reading lists are also provided for the school children in the effort to assist them in forming good reading habits and in improving their choice of literature.

The commission is conducting work of a similar nature in the western part of the state.

#### INSURANCE LIBRARIES

The Bibliotheek van de Levensverzekerings-Maatschappij "Utrecht" (Library of the Life Insurance Co. "Utrecht") in the Dutch city of Utrecht has just published an extensive catalog of its book collection, under the title, "Catalogue de la bibliothèque de l'Utrecht." This biographical compilation of more than 700 pages is of special interest, because it is entirely devoted to life insurance and allied subjects. It is divided in six parts: General works, Insurance companies, State control, Mortality, Statistics, and Political economy. The catalog contains a large number of works of historical value. Foremost among these are the original editions of two treatises by Jan de Witt, dated 1671, and the municipal regulations on life insurance, issued by various cities of the Netherlands during the seventeenth and eighteenth centuries.

#### LAW LIBRARIES

Allegheny county, Pa., is evolving what is claimed to be the best law library in America. It will occupy 14,000 square feet of floor space on the eighth and ninth floors of the new City-County Building in Pittsburgh, when that structure is completed, and it will comprise more departments, more carefully-planned equipment and more library conveniences than any other. The new library, with five times the present floor space, will accommodate 100,000 volumes, besides the other activities of the library, and will give plenty of space for the expansion of the present collections of records, laws and decisions. It will have a reference room 80 x 40 feet. In shelves ranged around the walls of this will be 10,000 volumes, restricted absolutely to those works of reference, digests of decisions, digests of laws and textbooks which are called upon daily by attorneys. It is planned to make the room purely one for private study, and the only books to be kept there are those which are absolutely indispensable. There will be a stack

room, where shelves and racks to accommodate 80,000 volumes will be erected. In this will be the great mass of legal books, reports of the courts of the various states and the laws of England and other foreign countries; reports of various kinds and miscellaneous books. At the end of the reference room there will be a periodical room, containing 350 box drawers for legal magazines, and advance sheets on reports and decisions. There will also be a room in which attorneys will be permitted to smoke while working on law books, two conversation rooms, where attorneys may confer with clients, and four dictation rooms to give facilities for those who wish to dictate to stenographers without moving away from the facilities of the library. On the eighth mezzanine floor will be the law students' room, with accommodations for 90 persons at one time, and shelves for 10,000 volumes. In the reference room there will be seating accommodations for 66 persons at one time at long study tables. There are windows on all sides of the room. An indirect lighting system will also be installed. The new library will give the space for further expansions of the records of public utilities commissions, a department added to the library six years ago and since then steadily developed. It will also make possible many augmentations of the foreign reports and records.

#### LIBRARIANS AND ASSISTANTS—APPOINTMENT

Controlling considerations in appointment of librarians. *New York Libs.*, F., 1916. p. 42-43.

Editorial. "For what purpose do the trustees of a library appoint a librarian? Is it to meet some social, political, charitable or personal obligation? . . . Is it to support some theory of public employment? . . . Does the library board or the public owe this position to somebody because of some individual claim?"

That some or all of these motives are accepted in many communities would seem unquestioned, yet there could hardly be made a more vicious and fallacious assumption. The object of the library is to bring the help of books to all the people of the community who need them; the only legitimate claim for appointment to a library position is that the applicant is best fitted to promote the ends for which the library exists. The undeniable right of the public to the most efficient service procurable is the one justifiable basis upon which to make appointments of librarians.

#### —QUALIFICATIONS

What we may expect of the trained librarian in village libraries. Asa Wynkoop. *New York Libs.*, Ag., 1915. p. 239-245.

"Our rightful expectations can be limited only by the possibilities of the position. . . . Of course, these possibilities depend not alone on the librarian. There must be an adequate supply of books, adequate facilities for readers and borrowers, an income sufficient to provide for the best library tools and for proper hours of service. There must also be some largeness of ideas and ideals in the governing board. Without these, it is idle to expect the best things of any librarian, whatever be her spirit or training."

"But these conditions themselves are often the product of the influences and forces set at work by the forceful and efficient librarian; and it is perhaps more often the case that the village library is without adequate facilities and support because its librarian lacks the proper spirit and training, than that it lacks the proper librarian because it has not the means to afford it. At any rate, it is true that what a library shall do and be in a community depends to only a minor degree on its equipment, its books and its buildings. It depends mainly on the spirit, zeal, training and efficiency of the one who is to administer it."

If, then, the worth and service of the library to the community depend largely upon the librarian, what particular qualities and accomplishments must he possess? Successful librarians are mostly just plain, undistinguished people in whom the world recognizes few qualities calling for special honor or distinction. . . . No extraordinary gifts are required, but certain ordinary qualities must be developed and disciplined to an unusual degree to make the good librarian.

"First of these qualities is what we may call the professional spirit and attitude." The nature of the work affords, in a peculiar degree, an opportunity for living and working for life's intellectual and spiritual satisfactions. The smallness of its material returns renders it almost impossible to secure adequately trained people for many positions, it forces distracting cares upon librarians, and lowers the value of library work in the world's market; but it keeps the calling free from those whose main thought is financial return, it eliminates material motive.

But elevation and generosity of spirit are not enough in themselves to make a successful librarian; proper training is an essential. Three specific qualifications are emphasized:

"First, some special knowledge and authority in the book world. . . . The world of books is so great, it has so many subdivisions, it is in a state of such constant change and development, it is a world so utterly beyond the capacity of any finite mind, representing as it does the totality of past and present human thought, knowledge, fancy and sentiment, that it seems absurd to speak of a public librarian as representing anything like authority in this world. Librarians have, therefore, assumed that "their function . . . is not themselves to know the best that has been thought and written, but to know where to find what others have said to be the best." The short course in library schools emphasizes this view through the necessity for specific training in library economy. By raising the requirements for admission on the literary side a long training in preliminary study of books would be insured.

Mere book knowledge is not sufficient, technical training must be added to the librarian's qualities. "Without a good knowledge . . . of library technic, the best result of modern library science, it is impossible to make a good librarian, it is impossible even to get together the books that go to make a good public library. Altho sometimes assumed that system is not important in the small library, it is there that success is most dependent upon the best methods of organizing its work and collection. The less the resources, the greater is the need of making available every bit of material in the collection, which can be effected only by the most thoro organization."

In addition to the professional spirit and technic, "we expect such an interest in the human and social problem that confronts your library that you will not be satisfied until you have mastered this problem as well as your book and technical problems." The only way of securing a library ideal for one constituency is for the librarian to study the people, to make sure of the real wants of the entire community and not be misguided by the clamorous demands of the minority. Statistics are given by the writer which show that "in this matter of adaptation to the real wants of the people, our public libraries are, to a sad degree, misfits." The study of the needs of the community is possible and particularly feasible in the village library where something can be known of every organization, industry, business, trade, and society.

#### —RULES FOR THE GOVERNANCE OF

A code book. Mary Myler. *Mich. Lib. Bull.*, Ja.-F., 1916. p. 16-17.

The idea of the Utley code book as used in Detroit came from Wisconsin. It began with the opening of the first branch, when notices of all rulings were posted in the staff room and at the desk.

"We also wrote in detail the process in each step of the routine work for the benefit of inexperienced people. In early days this appeared on cards, but soon this form became cumbersome. Every process of extension and re-organization brought new rulings; as these were sent to the branch they were placed in a book in order to have at hand the authority which would settle a disputed point. Our regular co-workers found this invaluable, as it renewed their interest and put their knowledge into concrete form.

"Then came the idea of the code book as it stands to-day, which has proved itself of great assistance to apprentices and substitutes. When a change is to be made, the question is thoroly discussed by the staff, and out of this discussion the clearest interpretation is put on record under the topic where it belongs. This, as well as any change in routine, necessitates a continual revision of the code book; for which reason we have made it loose leaf. Many of the later editions have been taken verbatim from reports of talks given in staff meetings by the librarian of the Detroit library system.

"We have divided our code book into subjects, each dealing completely with the different phases of the routine work, such as Order of morning work; Registration; Interloan; Educational privileges; Staff standards; etc. It also contains necessary information regarding building, janitor, and pages.

"Our aim in compiling the code book was to gain intelligent co-operation, resulting in a capable, loyal staff, striving impartially to serve our public."

#### —SOCIAL LIFE

Social activities. Almena R. DePuy. *Mich. Lib. Bull.*, Ja.-F., 1916. p. 22-23.

"It is important that your own library staff be a circle of friends. In my own experience in the time of Mr. Dewey, in Albany, I felt that he rather overemphasized the social side when we thought that we must go to the bi-monthly party at the house which he had purchased and fitted with dancing floors and a billiard room for school use. But now I look upon him as only one of the pioneers in the present movement to bring men into closer social relations.

"Have good times in your own staff, and if nobody else starts them, see that you do it

yourself. One thing I must insist upon. Don't leave anybody out! If there is any bar of obstruction, social or educational, intellectual or of whatever nature, that shuts out any member of your library staff, take it down, or climb over or under it. As a last resort, sit on it.

"Have a good time together several times in the year. Let the ones who had to work the first time come to the second party, and everybody come both times if possible."

**LIBRARIES.** See also Commercial libraries; High school libraries; Insurance libraries; Law libraries; School libraries

#### —DEVELOPING AND MAINTAINING INTEREST IN

A community library. Mary Kendrick Norton. *Pub. Libs.*, Jl., 1916. p. 303-306.

The development of the library in Proctor, Vt., shows to what extent a community can be interested in and induced to use the library. Fifteen years ago the library was a small subscription library, a few years later it became free but the circulation scarcely doubled and few people made use of the 5000 well selected books.

In a campaign to interest the people the first move was made thru the children. A children's department was arranged and the little folk assisted in giving two plays whose proceeds made possible a story hour. Special attention was shown the teachers of the public school; the library was opened on a certain Saturday each month for them, and they were given an informal reception during which there was a talk on the inter-relation of school and library. Two years these talks were given by the presidents of the state library association, one year by the town superintendent of schools who was also a member of the library board. The first direct effort to gain the attention of the general public was a New Year's opening with a book and picture exhibit. This was followed by afternoon teas with out of town speakers, social evenings for people of different nationalities, and the publication of a small library bulletin.

"Four years ago the Study Club, of which the librarian is a member, decided to devote a season to book reviews and discussions of certain phases of library work. At the close of the season all members expressed a willingness, each according to her ability, to supplement the work of the librarian. Accordingly the following year one member took the entire charge of the story hour; another, especially fitted for the work, gave six talks, each followed by discussions, on home sanit-

tion; while a third gave a series of reviews, not of new books but of those that had lived long enough to prove their worth. The other members were ready to assist whenever called upon."

Just when further growth in the old building was well nigh impossible a new building was given. In addition to the library proper there was special equipment for social work which made possible a weekly community meeting at which a literary program was presented and tea served. "Each year the educational committee has arranged for one first-class entertainment. Last year it was an illustrated talk by Ernest Thompson-Seton; this year the Ben Greet players presented 'As you like it.'" The social work has been extended lately to include two clubs; one a young woman's reading club to aid the busy woman to do a little systematic reading, the other a social club to which any woman may belong who is willing to entertain with a literary or musical program either at her home or at the library a party of ten or more at least once during the year.

Altho in the Proctor Library the main issue was not to increase the circulation, the circulation did steadily increase. "One secret of the success of the work here has been the practice of asking as many as possible to assist in some way, either in giving a talk, writing a paper, reading some selection or serving refreshments, and the whole-souled way in which every one has responded has made the librarian's task a pleasure. The work that has proved a success in this library might not be the best thing to attempt in another place, but the principles that underlie the method cannot fail to be of worth. First, the conditions of the library and its relation to the community in which it is located should be carefully considered and in consultation with those most interested in the welfare of both, a plan that seems best fitted to meet the situation should be formulated. This plan should be carried out as successfully as possible, always with a receptive mind, for gradually as the work progresses new ideas will appear which in turn should be developed."

#### —EDUCATIONAL VALUE OF

The library of the future as an educational institution. John H. Finley. *N. Y. Libs.*, N., 1915. p. 6-8.

The final test of our education must be the general intelligence, efficiency and ideals of our adult citizenry. This intimates that the education of the adult is as important as that of the child. School methods are not adapted to

the educational wants of the adult; he considers himself atypical and thinks the school does not treat his individual problem. On the other hand, the library, from the nature of its organization, treats each inquiry as unique. "In co-operation with the efforts of the schools, the library could undoubtedly develop a system of adult education which would be as adequate for the average adult at work as the college course is adequate for the young man and young woman of greater leisure. . . .

"If we can picture to ourselves a system of local libraries whose physical up-keep is assured by local taxation, whose more general needs are met by liberal state policy, and whose exceptional needs are furnished by a large central library . . . we might have some idea of the possibilities of library development."

#### —SCOPE AND PURPOSE OF

The public library a community necessity. John M. Thomas. *N. Y. Libs.*, F., 1916. p. 46-51.

The public library should be admitted into the company of the church, the school, and the press as a potential instrument in uplifting community life. "Man is not man except in social relations. . . . To be truly a man, one must be a member of a family, with intimate relations to those of his own kin. He must be a citizen of some particular community. . . . He must own allegiance also to some government."

As in other activities, so in reading matter co-operation is necessary. There is much valuable material in current literature, both periodicals and books, which well-informed citizens ought to read; every person should be interested in and keep in touch with some public movement. But no person can afford to buy all this literature, he cannot anticipate reference needs as does the library, nor could he organize a large collection of books to make them available. All this the library can do. It can also guide its constituency to the books which it needs. If the endowment is sufficient, it should extend its service to the surrounding district; it should enter into every part of community life by keeping in touch with the schools, with clubs; it should co-operate with bodies working for civic improvement by opening assembly rooms for meetings; it should encourage greater use of the library by providing small conveniences.

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The library as a practical aid in the world of affairs. John Cotton Dana. *N. Y. Libs.*, N., 1915. p. 8-10.

That the libraries have failed to abate man's native ferocity is proved by the present war, for "the nations that have most freely wallowed for centuries in 'books of power' are the ones that are now wading deepest in one another's blood." If civilization of man is to be helped by the library, the library must be "more closely allied with the daily affairs of life, the practical activities and industries of the world than it has ever been in the past." To be of great importance to the world, the libraries will have to change their scope and methods.

Some work of the new type has already been done. Under library direction pamphlets of state institutions and social service organizations having to do with any aspect of rural life were distributed at a county fair in Vermont; an association of credit men have asked the library to prepare a list of the best books for the use of credit men; a library is interested in establishing a collection of books for the use of advertising men. Library management is already changing to meet the new conditions in the use of print.

The practical suggestion given by the writer is that a committee or a group be appointed to examine into and report upon the use of print to-day and the relation of the present prevailing type of public library to that use.

**LIBRARY MEETINGS.** See Staff meetings

#### LIBRARY POST

A plan for the public library to reach the farm home by means of the penny post is urged by Alfred L. Spencer in a letter to the *Buffalo Express*, June 11. He suggests a flat round-trip, strictly local rate of one penny for a library parcel of 2½ pounds. Such book carriage would involve almost no additional expense and little extra work for the government, and would be of practical use to the farm.

#### NURSES, LIBRARY WORK WITH

On books and reading: outline of a course of lectures for nurses in hospitals. Edith Kathleen Jones. *Amer. Journal of Insanity*, O., 1915. p. 297-303. Also reprinted in a separate pamphlet.

In a paper entitled "The book and the nurse," published in the *Bulletin of Iowa Institutions* for July, 1913, Miss M. E. Carey wrote that in developing the institution libraries in Iowa and Minnesota she discovered her almost absolute dependence on the goodwill and interest of the head nurses in getting books to the patients and interesting them in reading. A nurse who loves books will surely

keep her ward supplied with them, and will take pride in selecting suitable reading matter for the patients under her charge and in noting their reaction; but a nurse who knows little of and cares less for books will not take the time or trouble to get them for her ward, look after them if they are sent to her, or even attempt to interest her patients in their contents.

In order to give a broader culture and a wider knowledge of the things which make for companionship McLean Hospital at Waverley, Mass., thru its library inaugurated two courses in the training school—one on the development of the English novel and one on the history of art. The nurses have responded with enthusiasm, the effect on the wards has been to rouse patients to interest, and to many of the nurses a new world of books and pictures has been opened.

When the A. L. A. appointed an executive committee to further the development of institution libraries, the committee provided a "course which should make the nurse acquainted with the names and characteristics of the great writers in English literature, and at the same time teach her to use a library intelligently and how to bring the book and the patient together. . . .

It was found that the nurses can take a pretty stiff course provided it is couched in simple language and ideas, and terms new to them are carefully explained; that a blackboard, on which to write the outline of the lecture, a list of books to be read, and the names of authors and titles unfamiliar to the class, is indispensable; that a couple or more shelves of "reserved books" where all the class can find them at any time, add greatly to their interest and facilitate their required reading; that they get much better notes from a "talk" than from a written lecture read to them; that, on the whole, they rather like examinations.

The early lectures of the course presuppose a certain amount of library technique, the later ones call for a wide acquaintance with English literature, and one lecture requires hospital experience. In the hope of giving some definite ideas of ways of getting patients to read, the writer gives several interesting anecdotes and suggestions of devices to arouse interest.

There is appended to the article a skeleton outline of the recommended course of lectures to nurses.

**POST OFFICE, LIBRARY RELATIONS WITH.** *See Library post*

#### PRIZES

A monthly prize of \$5 is given in Baltimore to that branch library whose accomplishment in efficiency has seemed most worthy during the preceding month. Some of the features which have won this prize have been bulletins upon foreign countries for special use by the school children, attractive library grounds, bulletins of authors and Presidents of the United States, excellence of records at stock taking, and efforts to instruct children concerning birds thru the books of the library. The money is spent for the benefit of the branch at the suggestion of the custodian and with the librarian's approval.

**RURAL COMMUNITIES, LIBRARY WORK IN.** *See County libraries*

**SCHOOL LIBRARIES.** *See also High school libraries*

Notable characteristics of school libraries in Chicago. Irene Warren. *Wis. Lib. Bull.*, N., 1915, p. 307-310.

"The schools of Chicago are in splendid condition in many ways but they have no adequate libraries. . . . There are a number of teachers in the Chicago high schools who have been assigned to library duty, so called, in their respective schools. . . . Naturally the teacher-librarians soon found that they did not know how to cope with the library problems and after many shifts and experiments, they drew up a petition which they presented to Mrs. Young, the superintendent of schools, this year (1915), asking that librarians be appointed in every high school and pointing out that it was not economy to hire an expert teacher for two thousand dollars, and then ask her to give one half of her time to teaching and one half of it to a subject for which she was not qualified. . . . Hundreds of teachers and pupils are being well served daily in our great Chicago libraries and in the branches of the Chicago Public Library. As they see what intelligent library help means they are becoming more and more dissatisfied with their school libraries." It is essential, therefore, for the young people in training for teaching in the high schools to be given a course in the use of books and libraries. The Chicago Teachers' College and the University of Chicago give good courses in children's literature but neither offers courses in the use of books and libraries. The school libraries are supplemented by the "school deposits" department of the Chicago Public Library. Over 32,000 volumes chosen by principals and teachers circulated thru it in 1914. The books are sent from the public library in wooden boxes

to the Board of Education rooms and from these distributed to the schools. The system is inefficient and the service inadequate for the great demand.

Among private schools, the School of Education is doing the most extensive library work. It has a splendid collection of books for children, its librarian keeps in touch with all school work, and interest is kept alive by printed lists, exhibits, and bulletins. The high school library and study room are combined with a resulting improvement in the study habits of the students. The room stimulates interest in every subject the high school offers and suggests all kinds of interesting things to do, to make, and to read in vacation and leisure time. To avoid the waste of study periods a list of Study Helps is posted in the front of every student's texts and note-book, and the librarian marks the students in "study habits." "No student sent to the library to look up a reference can return to his teacher without the desired information unless he also bears a slip from the librarian saying that it was not to be found." Class periods are checked up and students assigned to study periods as they are assigned to other classes. The problem of study habits is an important one, for few homes offer conditions suitable to study and most children need help in forming study habits.

"The first and most important thing to be done is to have the school and the library authorities determine the library work each one can and should do." Statistics should be procured to show how much money the board is spending for books per pupil and how this expenditure compares with that for laboratory apparatus, etc., the degree of efficiency in administration of the library books should be investigated, and the competency of the person acting as librarian should be compared with that of those in charge of other lines of school work. In obtaining this data the librarians should take the initiative.

Miss Warren believes that in every high school with five or more teachers, there should be a librarian. The training for school librarians could best be given in a library school located in or near a university with a strong department of education and a practice school.

#### —CLASS ROOM COLLECTIONS

"Since 1910, the schools of Chicago have been supplied upon request of principals or individual teachers with class room collections for the use of pupils," says the *Chicago Book Bulletin* for June. "These collections

comprise groups of books numbering from fifty to sixty volumes each, adapted to the average children of the several grades. They are retained in the class room for one semester, and are then exchangeable for a similar collection embracing other titles. The books are not designed for class room use, but are loaned for reading at home. During the past year 755 class room boxes were sent to 152 school buildings, and there has been a long waiting list of teachers whose requests could not be met for lack of books. The 30,990 volumes represent a total of 1512 titles, and the total issues for the year were about a quarter of a million."

The books are graded to correspond to the grading in the schools, and the list of titles chosen for the grades from first to eighth are printed in this number of the *Bulletin*.

**SHELLAC.** See Binding

#### SMITH, LLOYD PEARSALL

Biographical sketches of librarians and bibliographers. X. Lloyd Pearsall Smith (1822-1886). George Maurice Abbot. *Bull. of Bibl.*, Ap., 1916. p. 37-38.

Mr. Smith was by nature and education a scholar, a reading man and somewhat of a writer, but above all he was practical, with good common sense, and well equipped for his post. He was librarian and treasurer of the Library Company of Philadelphia, the Ridgway branch, and the Loganian Library, and also trustee of the latter. He was born Feb. 6, 1822, and died July 2, 1886. At fourteen he was graduated from Haverford College. As a boy he spent much time at the Philadelphia Library, where his father was librarian. He had an excellent business training, and was a publisher of law books when a young man. He wrote numerous reviews and short articles for periodicals.

In 1849 he became an assistant to his father, in February 1851 succeeded him, and in 1857 was also made treasurer of the library. On his return from the 1853 Congress of Librarians, he introduced the primitive system from which the modern card catalog has grown. It was not until after the sixties that Mr. Smith had any assistants in the library. He not only selected the books but labeled and cataloged them. He carried the library thru a most trying time during the Civil War, and in spite of hard times and limited resources managed to buy the best publications of the day. Through a bequest from Dr. James Rush the library, after several years of litigation, in 1880 found itself

with a new building and also a branch, and Mr. Smith divided his time henceforth between the two libraries.

Says Mr. Abbot in closing: "He was a man to be loved, kind-hearted and free from guile; he was indisposed to think ill of anyone; he had a high sense of honor and a charming manner which influenced all who came in contact with him. His disposition was happy, cheerful and hopeful. His was an exceedingly brilliant nature. Witty, and with a fund of anecdote, he dearly loved a good story; those who have heard his hearty laugh can never forget it. He was an omnivorous reader, his preference being theology, yet everything that came in his way was eagerly read. With an excellent memory, his readings furnished a fund of information which was of the highest use to those who sought his help."

#### SURVEYS, REGIONAL

Regional surveys and public libraries. C. C. Fagg. *Library Asst.*, May, 1916. p. 64-71.

The regional survey—the collection and arrangement for public reference of all the available documents which deal in any way with the region in which a library is situated—is one of far-reaching interest and import. A regional survey may be more fully described as the organized study of a region (and its inhabitants, plant, animal and human) from every conceivable aspect, and the correlation of all aspects, so as to give a complete picture of the region both in its past history and present features, from which to indicate its probable future development. The execution of such a survey is a fairly comprehensive task and provides a practical interest for every class of student. Further, the relation of the various branches of study to the same region brings together in a very living way, the sometimes exclusive specialists in each of them. While on the one hand the applications of the regional survey to education are far-reaching, on the other hand its applications to civic improvement have their present expression chiefly in the town planning movement, which in the vision of its ablest devotees holds great possibilities for the future. But, however keen the librarian, however enlightened the committee, and however ample the resources of the library, the completeness of the local collection will always be limited by the amount of material available, for it is no part of the business of a librarian to fill the gaps in local topographical literature and records from his own researches, nor even to untangle and present in orderly array,

beyond the limits of a briefly descriptive index, the mass of material that is available.

It is just at this point that the regional surveyor may come to the assistance of the librarian and in return receive the benefit of the latter's experience in bibliography and in keeping and displaying for public use the researches and writings of others.

The regional survey movement as we now know it, Mr. Fagg says, owes its inspiration largely to Prof. Patrick Geddes, of Edinburgh, whose pioneer survey of that city is displayed in his "Outlook tower." The late Professor Herbertson carried the idea to Oxford, where it became a leading feature of the Geographical School. The historian of regional surveying also accords to Dr. H. R. Mill a prominent place among its pioneers. Not only has his general influence on geographical thought done much to prepare the ground, but in a series of papers written in 1895-6, he specifically advocated the regional description of the British Isles. During the past few years several regional surveys have been started at varying places, mostly by former pupils of Professor Geddes or Professor Herbertson. The "Provisional committee for the development of regional survey" was formed as the outcome of a conference held at Edinburgh in 1914.

Mr. Fagg proceeds to describe briefly the Croydon survey undertaken by the Croydon National History and Scientific Society in which he is specially interested, and mentions the need of a conspectus, setting forth in outline and in detail the field to be surveyed, which could be adapted to the needs of any given region by the local survey society. While praising the Dewey system of notation he finds its classification too general for so special a field, and presents a modification as more suitable to the regional survey scheme. He also suggests a bibliography of regional surveying as one of the urgent needs of the movement at the present moment. The literature as yet is small, but the amount of material, published and otherwise, of direct service to the regional surveyor is colossal. It ranges from maps, directories and guides, to such magnificent productions as the Victoria county histories, and starts at the latest with the Domesday Survey of William the Conqueror.

#### STAFF MEETINGS

Staff meetings. Katharine Sleneau. *Mich. Lib. Bull.*, Ja.-F., 1916. p. 14-16.

"When I first started in my library work, staff meetings did not seem very important to

me. I doubt if I had ever heard of them. And for a year or two I was so busy getting everything running along the routine I had planned, that if we had a meeting it was purely accidental. But as time goes on, a library grows larger, the staff is increased, and a librarian is more and more held to office work, and more and more is kept from actual contact with the reading public. This is what was happening in our case and I came to realize that I could plan and work for an ideal library in my office, but unless the whole staff worked with the same ideals and held to the same rules, more trouble could be started by a new inexperienced girl at the desk, than could be overcome by months of planning.

"And so we started our staff meetings. We hold them informally, usually once a week, in the morning, and sometimes they take half an hour, sometimes an hour—but it is a time of give and take, when everyone is free to talk and where every question of library rules, every change to be made, is brought up and discussed thoroly. We also bring up every condition. We also bring up every criticism we hear against the library or its rules and discuss those carefully. If it is a just reproof we try and correct it; if it is not, we let it go. And along with the criticisms we tell the compliments. Then we have taken up the minor poets, with whom we were not familiar, entrance examinations to the various library schools with their questions on literature and events also, book reviews, current events, children's books, etc."

#### STORY-TELLING CONTEST

Negro children met in a story-telling contest at the Eastern and Western Colored branches of the Louisville Public Library three days in May. The occasion has been called the "Cotter story-telling week," in honor of Prof. Joseph S. Cotter, principal of the Coleridge Taylor Negro School, who originated story-telling contests at the Western Negro branch four years ago.

The children competing repeat stories which they have heard the librarians tell during the last year. A preliminary contest was held at the Eastern branch Monday and at the Western branch Tuesday, and the winners met at the Western branch Thursday.

The successful contestants were Lykie Smith, who told the story of "The three golden apples," Calvin Ramsey, who told "Knights of the silver shield," and Mary Thompson, whose story was "Boots and his brothers." The fourth prizes were won by

Josephine Smock, Annie Stanley and Elizabeth McElroy.

The children enter the contest with the greatest earnestness, and those who tell stories frequently act them as well as "speak them." Thomas Blue, librarian of the colored branches, says that the contest is one of the big events of the year, and that the children who listen as well as those who take part are keenly interested. It is arranged by the prize committee that every child who tells a story shall have a prize. The first prize is \$3, the second prize \$2, the third \$1.25. The fourth prizes are 75 cents.

UNIVERSITY LIBRARIES. *See* Departmental libraries

#### VOCATIONAL GUIDANCE

Making the library serve the worker. From "Learning to earn," by John A. Lapp and Carl H. Mote. *Spec. Libs.*, Ja., 1916. p. 8-11.

"The public library stands in a peculiarly advantageous position to become the universal university of men if it recognizes its social obligation and studies the needs of men in all walks of life, the industrial worker, the farmer, lawyer, doctor, homemaker, storekeeper and salesman."

The selection of books for trade workers is often unsuited to their needs, ponderous technical works being purchased which merely remain on the shelves. Books and pamphlets on the processes and history of trades, biographies of men famous in the industrial world, trade journals and catalogs, should be collected.

Little is done in this country to "vocationize" the library, though the experience of a few cities proves its efficiency. The establishment of branches of the public library in factories and stores is a new and effective form of service, and some interesting statistics of circulation from such branches are given.

Much agricultural information is in print, but not in use. The Texas Legislature in 1913 provided for county libraries of agriculture wherever the people should so vote. These could become clearing houses of information for farmers.

The article concludes: "Practical literature to supply the needs of workers is in print and should be available to the workers and the workers should be encouraged to see its advantages. Books should be adapted to the workers and function with the job in field, factory and office. Lastly, the library owes a social duty as a vocational guide and counselor."

### Bibliographical Notes

The July number of the St. Louis Public Library's monthly *Bulletin* is devoted to municipal statistics of the city, compiled by Andrew Linn Bostwick, the municipal reference librarian. Such a compilation has never been done before for St. Louis, and the present work is a convenient summary for ready reference of the annual departmental reports of the city.

The new cumulative index to *Bird-Lore*, prepared by Ernest Ingersoll and covering volumes 1 to 15, inclusive, is now on sale at the office of the National Association of Audubon Societies in New York City at 50 cents. Besides author and title entries for each article, every bird and every picture of a bird is entered, and a list of the books and periodicals reviewed in the fifteen volumes is appended to the index.

An uncommonly attractive catalog was prepared to accompany an exhibition of books and manuscripts appropriate to the Shakespeare tercentenary selected from the collection of Marsden J. Perry and shown in the Redwood Library of Newport this summer. In typography and format the catalog is suited to its subject matter, and the notes prepared by George Parker Winship will give it permanent value after the exhibit has been dispersed.

The Chicago Public Library has recently issued a complete catalog, in three parts, of accessions during the last five years, compiled from the monthly *Book Bulletin*. The lists have been rearranged in one alphabetical sequence and title entries have been added. Part I comprises the lists of novels and stories, part II contains the listing of about 15,000 separate non-fiction works, and part III is a list of children's books. The catalog is classified and further subdivided by sub-heads under each class, related subjects being kept together, so far as possible, according to the Dewey classification.

Of the list of books for prison libraries on which the book selection section of the New York State Library has been at work for some time, part I, containing about 500 titles of fiction, has been printed as Bibliography bulletin 57 of the State Library. The list contains 480 titles of general fiction, including 95 regarded as specially suitable for young men, and a supplementary list of 37 titles for

women. A classified general list of about the same length is to be published later. The State Library's annual list of "Best books" for a small library is issued as Bibliography bulletin 58.

The Illinois Association of Teachers of English in its *Bulletin* of May 15, 1916 (vol. VIII, no. VIII) prints a list of 299 short stories, based on four other lists which had appeared prior to its printing, and supplemented by other lists and suggestions. The list was compiled by F. K. W. Drury, assistant librarian of the University of Illinois, and is limited to those short stories which have appeared in book form, the aim being to make a representative list of some of the best short story writers of the world. For ease in consultation, the stories are grouped according to their original language, and in the English and American sections subdivided by periods.

The "Life and public services of Andrew Haswell Green" by John Foord may be secured by any library that lacks it and applies in writing to Sackett, Chapman and Stevens, attorneys for the executors of the estate of the late Mr. Green, The Tribune Building, New York City. Mr. Green's important public services in connection with the establishment of Central Park in New York City, the Niagara Falls and other historic and scenic reservations, with the overthrow of the Tweed ring, with the establishment of greater New York, and with the Tilden Trust and the New York Public Library make his biography desirable for every library interested in public affairs.

An annotated list of library books for high schools has been issued by Estelle Luttrell, librarian of the University of Arizona. The list is especially intended for use in the average high school library in Arizona. The catalog is in three sections, the general reference and the English sections being compiled by Miss Luttrell, and the history section by Ida C. Reid. Comments are made on new editions of well-known works, and when possible prices of standard and economical editions are given. Books preferred for early purchase are starred. No attempt was made to make the list extensive, but only books considered of first importance were included. The pamphlet runs to 66 pages, and is issued as number 3 of volume IX of the *University of Arizona Record*.

Following close on Miss Hopkins' "Reference guides that should be known, and how to use them," comes a little volume on "How to use reference books," by Leon O. Wiswell, inspector of school libraries for the New York State Education Department. Mr. Wiswell's book is divided into five main parts: The library; Indispensable reference books (the dictionary and the cyclopedia); Reference works in particular subjects (geography, literature, history, natural sciences and useful arts, and sociology); Organization and equipment (library economy, the physical forms of books, care of books, and accessions); and Course of instruction, outlining lessons for elementary and secondary schools. The book is planned to be of practical assistance to the great body of teachers and parents who have had no special training in the use of reference books, and is written in a simple and straightforward manner that should make it easily understood and useful to all.

A Montana librarian has called our attention to the fact that there is now being published monthly at Sheridan, Wyo., a real "magazine of the West." It is appropriately called *The Teepee Book*, and its policy is announced by the editors as being "devoted to the Indians and the West, not to advertise the district in which it is published, but to perpetuate, before they are buried forever in the grave with the last of those who have lived to tell the tale, the events of historic interest, the songs and the stories of a distinct period in the onward march of civilization on this continent." *The Teepee Book* has been made the official organ of the new Western Historic Society, which was organized by a few prominent historians on the night of the fortieth anniversary of the Custer Battle, and the information gathered by this society will be published in *The Teepee Book* exclusively. The June issue was the Custer Battle number, and is perhaps the most complete résumé of that spectacular battle of the Indian Wars ever gotten together under one cover, containing stories and articles from the best living authorities, well illustrated with reproductions of rare photographs of characters and places prominent in the battle.

#### LIBRARY ECONOMY

##### REFERENCE BOOKS

Wiswell, Leon O. How to use reference books. Amer. Book Co. 162 p. 60 c.

##### STATE LIBRARY ACTIVITIES

Bullock, Edna D. State supported library activities in the United States. Lincoln, Neb.: Neb. Legis. Ref. Bur., 1915. 71 p. (Bull. no. 9.)

#### RECENT BIBLIOGRAPHIES

##### GENERAL

BOWMAN, CHARLES L., comp. 1250 best books for boys and girls. New York: Union Lib. Assn. 59 p. 25 c.

CATALOGUE of books . . . comprising works on America, Bibles, liturgies, and theology, English literature, including a large selection of plays and masques, French literature . . . London: Bernard Quaritch. 158 p. 18. (No. 345. 1131 items.)

CATALOGUE of rare and valuable books, including works on Africa, America, Australasia, Greek and Latin literature, and incunabula . . . London: Bernard Quaritch. 88 p. 18. (No. 343. 771 items.)

CHICAGO PUBLIC LIBRARY. Books added, 1911-1915; five-year cumulation of the *Book Bulletin* of the . . . library. Part II: Non-fiction. 582 p.

NEW YORK STATE LIBRARY. Best books of 1915, selected for a small public library. 65 p. (Unit. of the State of New York Bull., no. 619, Jl. 15, 1916. Bibl. bull. 58.)

SELECTED list of books recommended by the Ontario Library Association for purchase by the libraries of this province. Toronto: Ontario Dept. of Educ., 1915. 17 p. (Vol. XIV, part III.)

SELECTED list of books recommended by the Ontario Library Association for purchase by the public libraries of this province. . . . Toronto: Ontario Dept. of Educ., 1915. 28 p. (Vol. XIV, part IV.)

##### FOR SPECIAL CLASSES

###### HIGH SCHOOL LIBRARIES

Hall, Mary E. Books for the browsing corner of a high school library; some illustrated editions of classics in English and world literature. (In *The Wilson Bull.*, Je., 1916. p. 118-121.)

List of inexpensive helps for the high school librarian. (In *The Wilson Bull.*, Je., 1916. p. 121-122.)

###### PRISON LIBRARIES

New York State Library—Book selection section. List of books for prison libraries. Part I. 49 p. (Unit. of the State of New York Bull., no. 620, Ag. 1, 1916. Bibl. bull. 57.)

###### YOUNG PEOPLE

Chicago Public Library. Books added, 1911-1915; five-year cumulation of the *Book Bulletin* of the . . . library. Part III: Young people's books. 48 p.

##### SUBJECT BIBLIOGRAPHIES

###### AMERICANA

Catalogue of books; Americana and general literature . . . including duplicates from University of Chicago Librarians. Chicago: Pownall's Book Store. 66 p. (No. 13. 1609 items.)

Catalogue of rare and valuable books . . . including western history, Indians and California, Canada, Acadia and Nova Scotia, early railroad reports, Civil War, genealogy and Americana, early Bibles and prayer books, etc.; also law books . . . including early New Hampshire laws, House and Senate journals, trials, etc. . . . Boston: C. F. Libbie & Co. 108 p. (1567 items.)

Catalogue of the American library of Herbert W. Smith, Esq. . . . including an important series of books on the southern and eastern states, the Indians, the West, etc. New York: Scott & O'Shaughnessy, Inc. 80 p. (No. 25—1916. 688 items.)

Century of American printing, 1701-1800; a catalogue of books and pamphlets, with a few newspapers from the presses of that part of North America now called the United States. London: Henry Stevens, Son & Stiles. 166 p. (1100 items.)

Gray's catalogue of Americana, consisting of books, periodicals, pamphlets, maps, etc. . . . London: Henry Gray. p. 145-192. (American Catalogue, no. 10—part 4. Items 3879-5261.)

Heartman, Charles F., comp. A remarkable collection of rare Americana from three sources, includ-

- ing a consignment from London. . . . New York: C. F. Heartman. 49 p. (Auction no. 54. 604 items.)
- Heartman, Charles F., comp. Rare Americana. . . . New York: C. F. Heartman. 22 p. (Auction no. 56. 270 items.)
- Rare books, pamphlets, broadsides, relating to American history. New York: Scott & O'Shaughnessy, Inc. 69 p. (No. 23—1916. 257 items.)
- AMUSEMENTS**
- Sutherland, Lillian. Things I like to do; for boys and girls. H. W. Wilson Co. 16 p.
- ANTHROPOLOGY**
- Catalogue of books relating to anthropology and archaeology. . . . London: George Salby. 52 p. (No. 6. 1048 items.)
- ART**
- Books on art and allied subjects. London: Maggs Brothers. 152 p. (No. 347. 905 items.)
- Catalogue of books on applied art and kindred subjects. . . . London: James R. Rimell & Son. 52 p. (No. 242. 780 items.)
- BIBLE**
- Catalog of books upon (1) the Bible . . . (2) the Holy Eastern Church. . . . (3) liturgical literature . . . (4) Roman Catholic theology. . . . London: Charles Higham & Son. 31 p. (No. 544. 1722 items.)
- BINET-SIMON TEST**
- Terman, Lewis M. The measurement of intelligence; an exposition of and a complete guide for the use of the Stanford revision and extension of the Binet-Simon intelligence scale. Houghton Mifflin. 10 p. bibl. \$1.50 n. (Riverside textbooks in education.)
- BIRDS—MIGRATION OF**
- Chapman, Frank Michler. The travels of birds; our birds and their journeys to strange lands. Macmillan. bibl. \$3.50 n.
- CALIFORNIA**
- Rare books on California and other western states; general Americana, autographs. . . . New York: Anderson Galleries. 61 p. (No. 1232—1916. 576 items.)
- CHIAROSCURO PRINTS**
- Weitenkampf, Frank. Chiaroscuro prints [with short list of references]. (In *Bull. of the N. Y. P. L.*, Je., 1916. p. 492-498.)
- CHURCH FURNITURE AND FURNISHINGS**
- Bond, Francis. The chancel of English churches; the altar, reredos, Lenten veil, communion table, altar rails, housing cloth, piscina, credence, sedilia, aumbry, sacrament house, Easter sepulchre, squint, etc. Oxford Univ. Press. 3 p. bibl. \$2.50 n.
- CHURCH UNITY**
- Macfarland, Charles Stedman, ed. The churches of the Federal Council; their history, organization and distinctive characteristics, and a statement of the development of the Federal Council. Revell. bibl. \$1 n.
- COLLEGES**
- Colleges and universities. (In *Bull. of the Grand Rapids P. L.*, Je., 1916. p. 72-74.)
- CONDUCT OF LIFE**
- Childhood to manhood. (In *New Orleans P. L. Quar. Bull.*, Ap.-Je., 1916. p. 29-33.)
- DENNIE, JOSEPH**
- Ellis, Harold Milton. Joseph Dennie and his circle; a study in American literature from 1792 to 1812. Austin, Tex.: Univ. of Texas. 5 p. bibl. \$1.
- DRAMA**
- Martin, Deborah B., and Schuette, Sybil. Plays and books on the drama in the Kellogg Public Library compiled . . . in honor of the Shakespeare tercentenary. Green Bay, Wis.: The library. 9 p.
- DRAMA, FRENCH**
- Young, Charles Edmund. The marriage question in the modern French drama (1850-1911). Madison: Univ. of Wisconsin. 4 p. bibl. (Philology and literature series.)
- DUTCH IN U. S.**
- Irirkins, Ina Ten Eyck, comp. Dutch in the United States. (In *Bull. of Bibl.*, Jl., 1916. p. 68-69.)
- EDUCATION**
- Books on the principles, practice, and history of education. London: John Davis. 8 p. (No. 26.)
- Starch, Dan. Educational measurements. Macmillan. 4 p. bibl. \$1.25 n.
- EMBROIDERY**
- Springfield (Mass.) City Library. Embroidery. 4 p.
- ENGINEERING**
- Dept. of the Interior—U. S. Reclamation Service. List of engineering articles. No. 1. Reprinted from the twelfth annual report of the . . . service; with index. Washington: Gov. Prtg. Off. p. 333-364. 1-V.
- Dept. of the Interior—U. S. Reclamation Service. List of engineering articles. No. 2. Reprinted from the fourteenth annual report of the . . . service; with index. Washington: Gov. Prtg. Off. 21 p.
- ENGLAND—HISTORY**
- Catalogue of English manuscripts, historical documents, and autographs, forming the second supplement to A catalogue of books in English literature and history. London: Bernard Quaritch. 73 p. 18. (No. 344. 289 items.)
- EUROPE—HISTORY**
- Robinson, James Harvey. Medieval and modern times; an introduction to the history of western Europe from the dissolution of the Roman Empire to the opening of the great war of 1914. Ginn. 17 p. bibl. \$1.60.
- EUROPEAN WAR**
- Selected list of books of the Great War to be found at the [Ottawa] Public Library. 8 p.
- The European War; some works recently added to the library. (In *Bull. of the N. Y. P. L.*, Je., 1916. p. 526-542.)
- The European War; some works recently added to the library. (In *Bull. of the N. Y. P. L.*, Je., 1916. p. 595-609.)
- FICTION, FRENCH**
- Lemaitre, Annette. A list of French fiction in the Lowell [Mass.] City Library. 45 p.
- FLEMING, SANDFORD**
- Burpee, Lawrence J. Sandford Fleming, empire builder. Oxford Univ. Press, 1915. bibl. \$3.40 n.
- FOOLKLORE**
- Choix de livres sur le folklore: I. almanachs, légendes, mythes, chansons, livres populaires. . . . The Hague: Martinus Nijhoff. 64 p. (No. 413 883 items.)
- Kidson, Frank, and Neal, Mary. English folksong and dance. Putnam. 11 p. bibl. 90 c. n.
- HIGH SCHOOL LIBRARIES**
- Hall, Mary E. What to read on high school libraries. (In *The Wilson Bull.*, Je., 1916. p. 113-117.)
- HISTORY**
- University of the State of New York—School Libraries Division. Annotated book list for secondary school libraries; history section. Reprinted from twelfth annual report of the State Department of Education. Albany: University of the State of New York. 75 p.
- MILK**
- Lane-Claypon, Janet E. Milk and its hygienic relations. Longmans. bibl. \$2.50 n. (National health insurance, medical research committee series.)
- INDIANA—HISTORY**
- Esarey, Logan. Early Indiana history; bibliography, notes and list of lantern slides. Bloomington, Ind.: Indiana Univ. (Extension Div. Bull., vol. 1, no. 6.)

## INDIANS

Riverside [Cal.] Public Library. Indians in the United States. 29 p. 10 c. (Bull. 1916. Includes also the outline of four lectures given by Joseph F. Daniels at the Indian conference in San Francisco in August, 1915.)

## INDUSTRY—HISTORY

Cressey, Edward. An outline of industrial history. Macmillan. 4 p. bibl. \$1.10 n.

## KANSAS

Kansas—State Historical Society. A list of books indispensable to a knowledge of Kansas history and literature. Topeka, Kan.: The society. 16 p.

## LATIN LANGUAGE

Lindsay, Wallace Martin. Notæ latine; an account of abbreviation in Latin mss. of the early minuscule period. Putnam. 51 p. bibl. \$6 n.

## LITERATURE, AMERICAN

Bronson, Walter Cochrane, ed. American prose (1607-1865). Univ. of Chicago. 16 p. bibl. \$1.50 n.

## MAGAZINES

Stephens, Ethel, comp. American popular magazines; a bibliography. Part I. (In *Bull. of Bibl.*, 1916, p. 7-10.)

Stephens, Ethel, comp. American popular magazines; a bibliography. Part III. (In *Bull. of Bibl.*, 1916, p. 69-70.)

## MARYLAND

Heartman, Charles F., comp. Americana, etc., comprising rare and unique Maryland items. New York: C. F. Heartman. 20 p. (Auction no. 55. 160 items.)

## MEDICINE

Krehl, Ludolf. The basis of symptoms, the principles of clinical pathology. Lippincott. bibls. \$3 n.

## MENTAL DEFECTIVES

Shuttleworth, George E., and Potts, W. A. Mentally deficient children. Philadelphia: Blakiston. bibls. \$2.50 n.

## MEXICO

Haferkorn, Henry E. The War with Mexico, 1846-1848; a select bibliography on the causes, conduct, and the political aspect of the war, together with a select list of books and other printed material on the resources, economic conditions, politics and government of the republic of Mexico and the characteristics of the Mexican people; with annotations and an index. Washington Barracks, D. C., 1914, p. 93, I-XXVIII, 50 c. (Suppl. no 1 *Professional Memoirs*, Mr. Ap., 1914. Bibl. contributions, bull. no. 1.)

## MIDDLE AGES

Ashley, Roscoe Lewis. Medieval civilization; a textbook for secondary schools. Macmillan. bibls. \$1.10 n.

## MISSIONS

Brown, William A. The why and how of missions in the Sunday school. Revell. 14 p. bibl. 50 c. n.

Fleming, Daniel Johnson. Devotion in mission administration; an exemplified by the legislative history of five American missionary societies in India. Revell. 26 p. bibl. \$1.50 n.

## MOVING PICTURES

List on moving pictures. (In *Worcester F. P. L. Bull.*, Je., 1916, p. 87-90.)

## MUSIC

Brown, Gertrude L., comp. Catalogue of the Sadie Knowland Coe music collection and other musical literature in the . . . library. Evanston, Ill.: Evanston Public Library. 126 p.

Oxford University—Christ Church College. Catalogue of music in the library; by G. E. P. Arkwright. Oxford Univ. 128 p. \$2.50 n.

## MYTHOLOGY

Gray, Louis Herbert, ed. The mythology of all races. In 13 v. v. 1, Greek and Roman; by William Sherwood Fox. Boston: M. Jones Co. 18 p. bibl. \$6; \$8.

## NATIONALISM

Krehbiel, Edward Benjamin. Nationalism, war and society. Macmillan. bibls. \$1.50 n.

## NEGRO

Ferguson, George Oscar, Jr. The psychology of the negro; an experimental study. New York: Science Press. 3 p. bibl. \$1.25. (Archives of psychology.)

Work, Monroe N., ed. Negro year book; an annual encyclopedia of the negro; 1916-1917. Tuskegee Institute, Ala.: Negro Year Book Pub. Co. 38 p. bibl. 35 c.

## NEW JERSEY—GEOLOGY

Black, George F., comp. List of works in the New York Public Library relating to the geology, mineralogy, and paleontology of New Jersey. (In *Bull. of the N. Y. P. L.*, Je., 1916. p. 501-525.)

## NEW YORK STATE—HISTORY

University of the State of New York—School Libraries Division. List of books relating to the history of the state of New York. Reprinted from the twelfth annual report of the State Department of Education, Albany: University of the State of New York. 40 p.

## OREGON—HISTORY

Judson, Katharine Berry. Early days in old Oregon. McClurg. 7 p. bibl. \$1 n.

## ORIENT

Luzac's oriental list and book review. London: Luzac & Co., 1915. 51 p. 1s. (Vol. xxvi, nos. 7-10. Jl.-O., 1915.)

Luzac's oriental list and book review. London: Luzac & Co., 1915. 39 p. bibl. 6d. (Vol. xxvi, nos. 11-12. N.-D., 1915.)

## OZONE

Vosmaer, A. Ozone; its manufacture, properties and uses. Van Nostrand. 7 p. bibl. \$2.50 n.

## PASSION PLAY

Rudwin, Maximilian J., comp. Passion play literature; being a partial list of books and magazine articles relating to the passion play in Oberammergau and other villages in Catholic Germany, Austria and Switzerland. Part I. (In *Bull. of Bibl.*, Jl., 1916, p. 66-67.)

## POETRY

Maynard, Katharine, comp. Twentieth century poetry; a list of references to English and American poetry, 1900 to 1915. Part I. (In *Bull. of Bibl.*, Jl., 1916, p. 71-73.)

## POLAND

Kostrewski, Lucien E., comp. The Polish question since the war; a list of references in the New York Public Library. (In *Bull. of the N. Y. P. L.*, Jl., 1916. p. 585-594.)

## POTATO—DISEASES OF

Melhus, Irving E. Germination and infection with the fungus of the late blight of potato. Madison: Wis. Agric. Experiment Station. 4 p. bibl. (Research bull. 37.)

## PREPAREDNESS

Preparedness. (In *New Orleans P. L. Quar. Bull.*, Ap.-Je., 1916. p. 33-34.)

## PSYCHOLOGY, CHILD

Gibson, Henry William. Boyology; or, boy analysis. New York: Association Press. 12 p. bibl. \$1. (Boy life series.)

## RAILWAYS—VALUATION OF

Bureau of Railway Economics, Washington, D. C. List of references on valuation of railways. Ag., 1, 1916. 127 typewritten p.; 4 p. index.

## RELIGION—HISTORY

Legge, Francis. Forerunners and rivals of Christianity; being studies in religious history from 330 B.C. to 330 A.D. Putnam. 21 p. bibl. \$7.50 n.

## SAW-PALMETTO

Mann, Charles August. Saw-palmetto; a phytochemical study of the fruit of *Sabal serrulata*. Madison, Wis.: Univ. of Wis. 9 p. bibl. (Bulletin no. 767; science series, vol. 4, no. 8.)

## SEARCHLIGHTS

Haferkorn, Henry E. Searchlights; a short, annotated bibliography of their design and their use in peace and war. Part I. (In *Professional Memoirs*, Ja.-F., 1916. vol. viii, no. 37. p. 118-128.)

- Haefkorn, Henry E. *Searchlights; a short, annotated bibliography of their design and their use in peace and war. Part II.* (In *Professional Memoirs, Mr.-Ap.* 1916, vol. VIII, no. 38, p. 250-263.)
- SEX EDUCATION**  
Bigelow, Maurice Alpheus. *Sex education.* Macmillan, bibl. \$1.25 n.
- SHORT STORIES**  
Drury, F. K. W., comp. *A list of short stories [299 entries].* (In *The Ill. Assn. of Teachers of Eng. Bull.*, My. 15, 1916, vol. VIII, no. VIII, 12 p.)
- SOUTH AMERICA**  
Recent books on South America. (In *Mo. Bull. of the Carnegie Library of Pittsburgh*, Je., 1916, p. 265-269.)
- Stutz, Homer Clyde. *South American neighbors.* New York: Missionary Educational Movement of U. S. and Canada. 5 p. bibl. 60 c.
- TANNHAUSER**  
Barto, Philip Stephen. *Tannhäuser and the Mountain of Venus; a study in the legend of the Germanic paradise.* Oxford Univ. 10 p. bibl. \$1.25 n. (Germanic literature and culture.)
- TECHNOLOGY**  
New York Public Library. *New technical books; a selected list on industrial arts and engineering added to the . . . library, March-May, 1916.* 22 p.

### The Open Round Table

#### ANNOTATIONS "PRO" AND "CON" IN THE CATALOG

*Editor Library Journal:*

I was interested in reading in the LIBRARY JOURNAL for June, 1916, p. 378-79, of the measures taken in the libraries in regard to books "for and against" Christian Science.

This is not a new question in this library, tho the application of the principle has never been limited here to any such subject as Christian Science,—that is, the designating of the entries in the card-catalog as being "for" or "against" respectively.

We have applied it to almost any subject on which the sentiment of the community is divided; and it has been very much appreciated. Typical instances are: a protective tariff socialism; prohibitory laws; the German or the non-German side in the European War; the "traditional" or "non-traditional" point of view in Biblical criticism, religious beliefs, such as the Roman Catholic Church, the Friends, etc.

It is done by a brief entry in *red ink*, on the "subject" card.

The first application of it was made in 1898, and this was in connection with the Roman Catholic Church. A note in our *Monthly Bulletin* for June, 1898, p. 147-48, calls attention to the publication elsewhere in the issue of a special catalog of the Catholic literature in this library.

The statement was then made that "the same method will be followed with the works in the library which bear upon the other religious bodies"; and one might perhaps infer

from this, that it was intended to have so limited an application as to include "religious" subjects, and no others. But, as a matter of fact, it was almost immediately applied to the wider field of subjects, as above indicated.

One other point should apparently be noted. In printing the list of the Roman Catholic literature, as was done in the number of the *Monthly Bulletin* referred to (June, 1898), the red ink entry on each catalog card was replaced, on the printed page, by a heading placed, once for all, at the beginning of the group, as printed.

For this reason, no mention seems to have been made of the use of red ink on the cards themselves.

Sincerely yours,

WILLIAM E. FOSTER,  
Providence Public Library.

#### MISLEADING REISSUES

*Editor Library Journal:*

Another instance has just come to our notice of the confusion resulting from re-publishing a book under a different title.

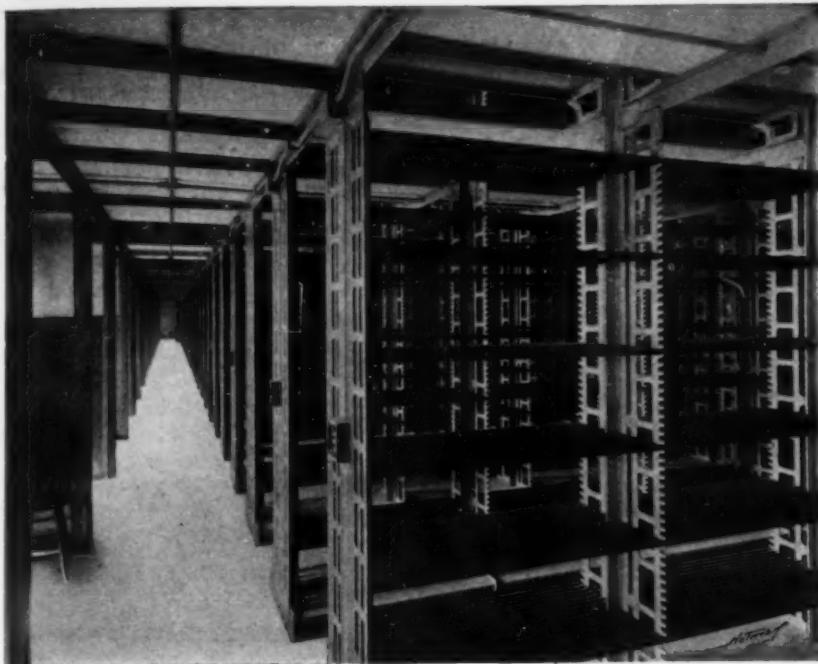
"The cinematograph book; a complete practical guide to the taking and projecting of cinematograph pictures," edited by Bernard E. Jones, editor of *Work*, was published by Cassells in 1915. "How to make and operate moving pictures" with the same sub-title and editor, was published in 1916 by Funk & Wagmanns. Page for page the books are alike, save for the first title. I think this should be known, as other libraries and individuals will be misled, as we were.

Yours truly,

MARY MEDLICOTT,  
Reference Librarian,  
*The City Library Association,  
Springfield, Mass.*

### Library Calendar

- Sept. 6-8. Minnesota Library Association.  
Annual meeting, Virginia.
- Sept. 11-16. New York Library Association.  
"Library week," Richfield Springs.
- Oct. 11-13. Wisconsin Library Association.  
25th annual meeting, Milwaukee.
- Oct. 11-13. Illinois Library Association. Annual meeting, Ottawa, Ill.
- Oct. 11-13. Missouri Library Association.  
Annual meeting, Columbia.
- Oct. 12-14. Keystone State Library Association.  
Annual meeting, Galen Hall, Wernersville, Pa.



### Snead Standard Stack

### References

#### Educational Institutions

Widener Memorial Library, Harvard.  
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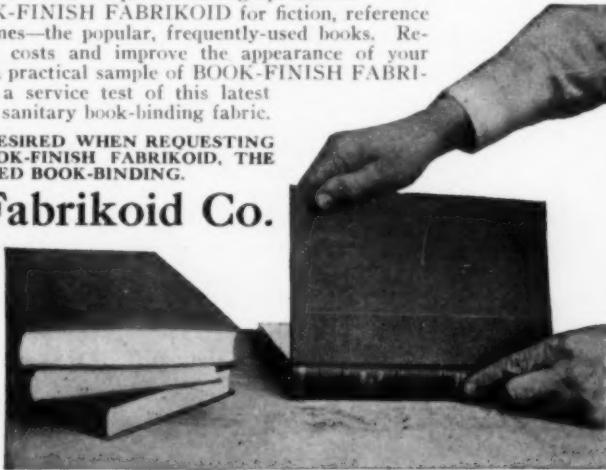
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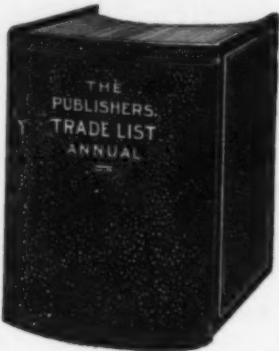
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Austria and Germany is drawn upon in the effort to analyze the principal features of the industrial accident problem. Statistics of industrial diseases are also included, but official information in this country is limited to the cases which have been reported under the New York State law.

#### IMMIGRATION

Figures published May 1 by the Immigration Bureau, show that 33,000 foreigners reached the United States during Mar., against 24,000 in February, and 17,000 in Jan. Each of the three months showed a large increase over the corresponding month of the previous year. Italy sent the greatest number, with England second and Scandinavian countries third. Italian immigrants in Mar. numbered about 3000.

#### Burnett Immigration bill

The Senate Committee on Immigration agreed, May 16, on the form of the amendment in the immigration bill designed to overcome the objections of the Japanese government. The following language, suggested by Secretary Lansing, after hearing the Japanese contention, was inserted in the bill to meet the objections of the Japanese to any reference to persons not eligible to naturalization:

"Unless otherwise provided for by existing treaties, persons who are natives of islands not possessed by the United States adjacent to the continent of Asia situate south of the twentieth parallel of latitude northwest of the 160th meridian of longitude, east of Greenwich and north of the tenth parallel of latitude south, or who are natives of any country, province or dependency situate on the continent of Asia, west of the 110th meridian of longitude, east from Greenwich and east of the fiftieth meridian of longitude east from Greenwich, except that portion of said territory situate between the fiftieth and sixty-fourth meridians of longitude east from Greenwich and the twenty-fourth and thirty-eighth parallels of latitude north."

#### INDIA

Lord Harding, of Penhurst, formerly vice-roy of India, in a statement on Indian conditions, May 19, said that India had sent 300,000 men to the battle-line in France, Egypt, China, Mesopotamia, East Africa, Gallipoli and even the Cameroons. These consisted of both Indian and British troops. When it is remembered that the British army of occupation usually numbered some 73,000 men, and at one time for a few weeks there were only a handful of British troops, so between 10,000 and 15,000 men, in a country with a population of over 315,000, it will be realized that such a course of action has been foolhardy in the extreme. There has been any real foundation for widespread and serious trouble from enemy sources, through German wireless and Shiraz, which is held by the Russians. It is very serious, the northwest has been pulsated and

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that members of the Industrial Workers of the World cannot obtain citizenship papers in that county. He said they were undesirable because they countenanced and even instigated trouble and use un-American means of voicing their displeasure about conditions with which they did not agree.

#### INTERNAL REVENUE

Notwithstanding the fact that prohibition laws became effective in seven States July 1, 1915, approximately 7,500,000 gallons more whisky were used in the United States up to May of the fiscal year, ending June 30, 1916, than ever before. Returns to the Internal Revenue Bureau, reported May 13, approximated the total increase for the year at 10,000,000 gallons. During the same period the use of beer fell more than 1,500,000 barrels, or 45,000,000 gallons, from 1915 figures. The total use of beer for the year ending June 30, it was estimated, would be about 60,000,000 gallons less than it was in 1915. An extraordinary increase in the amount of cigars, cigarettes, and tobacco was reported for 1915. The tax collected during the nine months ended Mar. 31 showed an increase of approximately \$5,000,000 on tobacco over 1915.

#### IRELAND

The execution of fifteen rebels, ten of officials and attempts at reconquest of government of Ireland by P. O'Farrell and David Lloyd George followed the short-lived Irish Republic.

By May 3 estimates were available. The total damage in Dublin was estimated at £1,000,000. Department at £1,000,000. Damage to stock together, 179 horses.

The casualties were 388 wounded among British, Irish, French, and German troops.

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